

11

ENGLISH

Student's Book



Republic of Belarus



United Kingdom of Great Britain and Northern Ireland



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New Zealand



АНГЛИЙСКИЙ ЯЗЫК

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с русским языком обучения

С электронным приложением

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Условные обозначения



Use the Internet



Write



Listen



Grammar



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1 UNIT

FAMILY

LESSON 1. Family ties

Communicative area: speaking about the role of a family in your life

Grammar revision: collective nouns

Active vocabulary: ties, extended family, immediate family, tight-knit, appreciate, to pass away, sibling, single-parent, (family) background, trouble

1. Discuss the questions below in pairs.

1. How did you spend your summer?
2. Did you spend a lot of time with your family? Why? Why not?
3. What did you do together?
4. Did you enjoy that time?



2. a) Look at the collocations. What collocation is the definition below for?

... – a family consisting of two parents and their children, but not including aunts, uncles, grandparents, etc.



Family name, family tree, family circle, family doctor, middle-class family, one-parent / single-parent family, family movie, royal family, immediate family, family ties, family background, family member, tight-knit family, extended family.

- b)  Write definitions for 3–5 of the collocations above.
- c) Read out your definitions. Can your classmates guess the collocations?
- d) Which collocations didn't get any attention? Why? Either work as a class to define them or ask your teacher for help.
3. a)   Listen to James Garcia from Vista East High School reading his school report and follow in the book. What are the two things he is most grateful to his parents for?

There is no need to say how important family is for everyone. Your family make you strong by giving you their love.

My family means the world to me. I would do anything for them. I have three siblings and we get on really well. Any time my little brother and sister need something like a new toy or some money, if I have it, it's theirs. If I don't have it, I will try my hardest to get it for them. Even with my big sister I still try to help but she's more often the one who is there for me when I need it! My parents are the two most important people in the world. I know lots of times I can seem pretty ungrateful but I appreciate everything they have done for me. The number one thing that I really appreciate and I don't know if they know this but it's how they both brought me into this world. The number two thing is how every time I get into trouble or do something stupid, like I always do, they're always on my side no matter if I'm right or wrong, they always have my back to the fullest.



Another person I really appreciate is my big brother Bobbie. He passed away a year ago, but when he was here, he always helped me whenever I got myself into trouble. He may not be here anymore, but I know sometimes when I'm in a bad mood and need help, all of a sudden, the answer to my troubles somehow just comes to my mind, it's him looking down at me helping me out.

My family may not be perfect and neither I am, but I'll tell you what, you will never find another family quite like mine.

b) Read his report and answer the questions below in pairs.

1. Is James talking about his immediate or extended family?
2. What do the underlined words and phrases mean?
3. What happened to James' brother?
4. How does James feel about it?
5. What does James mean saying "You will never find another family quite like mine"?
6. What adjectives can describe James' family?

4. a) Find the word *family* in James' report. Read out your examples. Is *family* a singular or a plural noun?

b) Read the information in the box and fill in the gaps with singular and plural.



Collective nouns are words that describe groups of people or things, e.g. *family, government, audience*.

If you speak about the individuals in a group, a collective noun is treated as 1. e.g. *The audience haven't all arrived yet.*

If you speak about the group as a single entity, 2. ... is used. e.g. *The audience was kind and receptive.*

In British English collective nouns are often treated as 3. ..., e.g. *The team have achieved amazing results.* While in American English they take the 4. ... verb form, e.g. *The team has achieved amazing results.*

c) What other collective nouns do you know?

5. a) Complete the quotes with the words in the box.

roots • arms • trouble • heart • love • life •
mother • tree

1. "Our family is the right mix of chaos and"
2. "Family gives you the ... to stand tall and strong."
3. "Family is the ... of a home."

4. "Your background is with you for No question about that."
5. "A family tie is like a ...; it can bend but it cannot break."
6. "To us, family means putting your ... around each other and being there."
7. "Being raised by a single ..., I learnt to appreciate and value independent women."
8. "When ... comes, it's your family that supports you."

b) Work in pairs. Discuss whether you agree or disagree with the statements above.

6.  **Read the rules and play the game in two teams.**

1. Each team gets a "my family" card from the teacher.
2. One student (S1) in each group can read the card for two minutes and try to memorise as much information as possible.
3. S1 passes the information to S2.
4. Then S2 retells the information to S3...
5. The last student in each group tells the story he / she got aloud.
6. Read the original story to compare.



7. Work in small groups. Use the questions below to talk about your families.

1. What does your immediate family mean to you?
2. Is your extended family equally important?
3. Do you get on with your siblings?
4. Do your family support you when you are in trouble?
5. Is your family tight-knit?
6. What do you appreciate most about your family?

LESSON 2. The family you come from

Communicative area: speaking about modern families

Grammar revision: tenses

Active vocabulary: orphanage, abandoned, experience, -hood

1. a) Look at the words below. What does a suffix *-hood* mean?

Brotherhood, childhood, babyhood, adulthood, fatherhood.

b) Add more words to the list.

c) Work in pairs. Discuss the questions about your childhood.

1. Did you have a happy childhood? 2. Where were you born?
3. Where did you grow up? 4. What did you like to do when you were a child? 5. Do you remember who taught you to ride a bicycle? 6. What are your favourite childhood memories?

2. a) Describe the photographs below. What do they have in common? What is unusual about these families?



b) Match the titles below to the pictures in ex. 2a.

Still a handful for Mum, the Walton sextuplets (*шестерняшки*) at 23

My family is house 3

3. a) Read the excerpts from the articles, match them to the pictures and the titles above and check your guesses.

A. Alesya is 15. It is now ten years since she **went** to live at SOS Children's Village-Minsk, the Institution that **helps** raise abandoned children in a socially and emotionally secure home-

like environment. Since Alesya's SOS mother Irina **had** room in her family, she **went** to visit the orphanage where Alesya **had been living** for two years. "We liked each other," says Alesya, quite plainly, so she **was** soon **sent** to the SOS family to live. The girl **was** afraid nonetheless: "I used to have visions of a monster flying out of the house." But her new family including seven siblings **became** part of Alesya's everyday life. "There was always a lot going on," she explains. "We had lots of joint activities, like sharing housework, games, camping and parties that made me fit in and feel part of the family. There's a party every year when we **prepare** a programme together. It's so much fun."

The girl **has** hardly any contact with her family of origin, but that is okay with Alesya. She **has met** some members of her family a couple of times. However, her life revolves around her SOS Family. "**I've experienced** and learnt so much with my Mum Irina. I know what I want to do with my life and **I will achieve** it."

This family **have been** together for twelve years and they tell me that they have two more children joining them the following week. I can feel the bond between them and the love that is radiating from their mum.

B. When grown-up children **decide** to return to the nest, it can be a challenge to their parents' new-found freedom. Graham and Janet Walton, the couple, who **have been making** headlines around the world with the birth of the world's only all-girl sextuplets, said that they couldn't be happier.

"**I love** that they're all around," said Mrs Walton, 54. "It would be so lonely without them. All I want now is to have some grandchildren."

All six girls – Hannah, Luci, Sarah, Kate, Jennie and Ruth – moved out soon after they **turned** 18, but over the years **returned** one by one, the family tells this week's edition of *The First Magazine*.

The only exception is Ruth, who **is living** nearby with her boyfriend of four years.

Fortunately, the Waltons senior **hadn't made** any drastic changes to their lifestyles.

The minibus they **used to** drive their daughters around **has gone**, but **was replaced** by an eight-seater people-carrier and they still **live** in the same eight-bedroom house in Wallasey, Wirral.

b) Find the defined words in the articles above.

A. 1. left without care and support; 2. a public institution for the care and protection of children without parents; 3. a person's brother or sister; 4. centre upon; 5. have observed or participated in events.

B. 1. to become an important news story; 2. one of six children born in a single birth; 3. extreme, radical; 4. to transport people here and there in small groups.

c) Which story would you read more about? Why did the story interest you?

4. a) **Work as a class. Name the tenses of the English language.**

b) Look at the words in bold in ex. 3a. Name the tenses and explain why they are used.

5. a) Read the story below. Put the words in brackets into the right tense.

There (be) many cases in which animals (take in) cubs that (not belong) to them, or even their species. But I (never see) a monkey taking so well to a couple of tiger cubs before.

After Hurricane Hannah (ravage) the state of South Carolina, the tigers of one of the zoos (start) acting very aggressively and were considered a danger to their young. So these two white tiger cubs were separated from their mother and (adopt) by a 2-year-old chimpanzee. As you (can) see from the photo he really (take) parenting seriously. I wonder how their relationship (develop) ...



b) Check in pairs.

6. a) Work in small groups. Talk about the unusual families you know.

b) Is your family unusual? What are the advantages and disadvantages of being a part of an unusual family?

LESSON 3. A modern family

Communicative area: speaking about a modern family

Active vocabulary: divorced, separated, poll, average, on average, statistics, household

1. a) What can statistics tell you about? Are you interested in statistics? Read the information below. Is statistics a singular or plural noun?

Statistics is a field of study, the science of collection, presentation, analysis and interpretation of numerical data.

Statistics are the facts, data, observations collected.



b) What can statistics say about an average modern family? Use the prompts below and your own ideas.

Children, pets, parents, families, married, single, divorced or separated, trips, bedrooms, gadgets, hours TV, quality time, household chores, work, holidays, bed time, family meals, takeaways, happiness.

Example: *Statistics can say how many children families have on average. They can say how many hours a week an average family spend watching TV. They can say what time most British children go to bed.*

2. a) Read and match the numbers.

1. more than nine in ten parents
2. around a fifth of the families
3. half past eight
4. nearly a third
5. one in eight families
6. an hour and a half later
7. two thirds of parents

- a) 90 min
- b) 91%
- c) 31%
- d) 19%
- e) 8:30
- f) 67%
- g) 13%

b) The numbers above are taken from the poll about an average British family. What do these numbers mean?



c)   Listen to an interview with a statistician Tony Clarks and check your ideas.

3. a)   Listen again. Write down any other numbers you hear and what they mean.

b) Compare your notes with your partner's.

4. a) Add auxiliary verbs (if necessary) to complete the questions from the interview.

What ... (1) a modern British family like?

How ... (2) the family members spend their time?

What ... (3) about family meals?

How often ... (4) an average family travel?

What ... (5) an average family own today?

Well, this is quite a few! What about ... (6) the happiness index?

b) Role-play the interview with your partner.

5. a) Work in small groups. Discuss how your families are different from an average British family.

b) Use the statistics below and your own ideas to speak about a modern Belarusian family.

married parents – 75%
single-parent families – 21%
first marriage – 27 years old
first child – 29 years old
TV every day – 50% ; never –
13%

92% are happy or quite happy
with their family life
48% spend holidays in Belarus
52% travel abroad
68% travel once a year or less

LESSON 4. How modals function

Communicative area: speaking about family obligations

Grammar revision: must, mustn't, have to, should, ought to (*functions*)

Active vocabulary: obligation, probability, necessity, prohibition

1. Work in pairs. Make a list of things you have to do for your family. Who's got the longest list of family obligations?

2. a) Read the words below and note down the stress. What rule can you make about the words ending with *-ity* or *-tion*?

Ability, authority, celebrity, creativity, facility, tradition, reaction, exhibition.

b) Add more examples to the list.

c)   Read the words below aloud. Then listen and repeat after the speaker.

necessity • probability • prohibition • obligation

d) Now match the words to the definitions below.

- a) something you must do because of the demands of a promise; contract; something you feel you must do, duty;
- b) something you need to get the result;
- c) the act of making something illegal or impossible; a ban;
- d) the chance that something will happen; or how likely it is that an event will occur.

3. a) Read the excerpts from the articles below and fill in the blanks with the words in ex. 2c.

1. A new study of Chinese-American youth has found that family ... plays a positive role in the mental health of teenagers.

A greater sense of family ... in the early teenage years could provide teenagers with strong family ties that make them feel secure even when they move through teenage years and become more independent.

2. Statistics say that youths raised by single parents have higher ... to perform poorly in school and take part in troublesome activities. Using the National Longitudinal Survey of Youth, we find that an additional 5 years with the biological father decreases the ... of smoking, drinking, drug addiction, and criminal behaviour by about 5.3%.

3. With a parent losing his job or getting her hours cut, money has to go to the ... of life. For teens, ... are not the gas bill or the education fee, it's the latest version of Xbox or the newest iPhone.

4. Before I started writing this article, I had read many articles on the prevention of drinking, and most of them were based on Such as "Ban drinking alcohol!" At the same time, ... is always an introduction to the conflict, and conflict with parents increases the risk of any form of addiction.

b) Which article would you like to read? Why?

4. a) Complete the sentences below with the modal verbs.

must / mustn't • should (ought to) • have to / don't have to

1. You ... study hard if you want to pass an exam.
2. If you leave early enough, you ... arrive on time.
3. You ... have a ticket to ride on the bus.
4. You ... move any paper on the teacher's desk.
5. I really ... work harder.
6. Children ... help their parents.
7. A woman ... quit smoking when she is expecting a baby.
8. It ... be at least five weeks since I went to the theatre.
9. You ... be rich to be happy.
10. A good secretary ... speak at least one foreign language.

b)   **Listen and check.**

5. a) Look at the sentences in ex. 4a. Discuss the questions below in pairs.

1. Which of the modal verbs do you use to give a piece of advice or your personal opinion?
2. What if that's a strong recommendation coming from the authority, like rules or laws?
3. Which verb do you use to talk about probabilities, especially if you are quite certain? What verbs can you use if you are not really sure?
4. What verb is used to talk about a necessity that is a fact and you can't do anything about it?
5. What if that is your personal necessity, when you decide it is the right thing to do?
6. What verb in its negative form do you use when there is no necessity or obligation?
7. Which verb in its negative form is used to talk about prohibitions? Is it possible to use *can't* instead?

b) For each of the questions above find the example in ex. 4a.

c) Do you agree or disagree with the sentences in ex. 4a?

6. Discuss the questions below in small groups.

1. Are you always happy to fulfill your family obligations? Why?
2. Do you think that having obligations is a necessity for all family members?
3. What advice can you give to those who hate family obligations?
4. Do your parents impose many prohibitions on you?
5. Does it make you want to struggle against the prohibitions?
6. What advice can you give to authoritarian parents?
7. Is there a real probability that parents will follow their teen's advice? Is this probability high or low for your parents?



LESSON 5. Family breakdown

Communicative area: discussing the role of the family in society

Active vocabulary: divorce, values, identity, to interact, breakdown

1. Look at the picture. Why do you think people started living in families? Were families in the past different from the families today? In what way have they changed?



2. Discuss the questions below in small groups.

1. Why do people live in families today?
2. Are traditional families still popular today?
3. Why do social scientists consider family breakdown a national tragedy?

3. a) Read the statements and explain what the words in *italics* mean.

1. Our families give us *identity* [aɪ'dentɪti].
2. One of the *primary* functions of the family is to produce and reproduce people.
3. *Divorce* is a common issue these days.
4. The common thing these days is to place the elderly in a *nursing home*.
5. Children are often left to hang around aimlessly and this may lead to *trouble*.
6. Families influence *values* ['vælju:z] and expectations of their children.

7. Kids watch their parents *interact* with others and learn.
8. The family is necessary to form an *economically productive household*.
9. Families *provide* material and non-material care and support to its members.

b)   Listen to Colin, Lena, Noah and Jess speaking about the role of the family in society. Which speaker says the statements in ex. 3a?

c)   Listen again. Write down some details to explain or develop the statements in ex. 3a.

4. Work in small groups. Discuss if you agree or disagree with the statements in ex. 3a. Give arguments and examples to support your ideas.

5. a) Take a minute to think how you would answer the following interview question: What is the role of the family in society?

b) Role-play the street interview. Have the interview recorded.

LESSON 6. Family glue

Communicative area: speaking about family traditions in the UK and in Belarus

Active vocabulary: get-together, generation

1. Unjumble the saying about family traditions. Can you explain it?

is / meaningful experience. / At the heart / family tradition / of every

2. a) You are going to listen to a psychologist speaking about the importance of family traditions. Before you listen, can you predict the reasons in favour of family traditions?

b)   Now listen to the recording and check. How many of them did you guess? What reasons didn't you mention?

c) Which of your ideas didn't the expert mention? Share with the class.

3. a)  British people are known for their traditions and are proud of them. Get a card from your teacher. Read about family traditions in Britain. Underline the key ideas.



b) Which of the questions below can you answer?

1. What is the tradition? 2. When did it start? 3. What family members are involved? 4. What problems can this tradition solve in the family? 5. Why is it so popular?

c) Work in groups of five. In turns speak about the tradition(s) in your card. While listening to your groupmates, copy and fill in the table below. Ask questions for the details.

Tradition(s)	Details	Why it is important for a family
1	...	...
...	...	...
5	...	...

4. Work in pairs. Use your notes to compare the family traditions in the UK and in your country. Which of the traditions are similar? Which ones are different?

5. a) Make a list of family traditions in Belarus. Then look at the list below and see how many ideas are the same. Can you add more traditions to the list?

1. Celebrating birthdays; 2. New Year celebrations; 3. wedding ceremonies; 4. Christmas dinner; 5. Kalyady; 6. family meals and recipes; 7. Radunitsa; 8. Easter breakfast; 9. baby christening; 10. housewarming parties; 11. a family get-together; 12. bed time traditions; 13. treating the elderly with respect.

b) Choose some Belarusian family traditions you would like to speak about. Prepare to speak about these traditions. Use the questions in ex. 3b for help. Take notes if necessary.

6. Work in pairs.

Student A: You are British. Ask your Belarusian friend about family traditions in his / her country. Tell him about some of the British family traditions.

Student B: Ask your British friend about family traditions in his / her country. Tell him / her about some of the Belarusian family traditions.

LESSON 7. Worth trying

Communicative area: speaking about family traditions and special events

1. a) Read the joke below. Did you get the humour?

My family has no traditions. We just do the same thing, over and over again, each year.

b) Complete the sentences below with your own ideas.

1. As far as my family is concerned, the joke is ..., because ...
2. Typical family traditions in my country ...
3. Having traditions ...

2. a) In the Live Journal Familyguy has asked other bloggers to share their family traditions. Read the replies below. Do the bloggers sound happy to share their traditions? Why?

ZebraZoya: My mum would always grease our nose with butter on our birthday morning, so we could slide into the next year. (Does anyone else have this crazy tradition? I think it's Irish. We kids didn't enjoy it much.)

Ivan: When someone in your family gets a new job, a promotion, or a raise, create a tradition that they take **you** out for dinner. It doesn't have to be a fancy or expensive dinner – you can go for pizza or wraps. We've been doing it for years!

Tabitha: What a great post! My husband and I try to regularly visit areas in the city (Washington DC) where we live. Even though we're residents, we go check out some new spot at least once a week. It's fun to act as a tourist and discover something new. We definitely plan on continuing this tradition as our family gets bigger, no matter where we live!

RoaldfromBoston: We have a couple of traditions that we do. Having a get-together and reading books. Every Thursday night is family reading night. Friday night is pizza and a movie. We also get together once a month at one of our extended family's homes for family dinner. Everyone in the family gets a turn at their home.

Tinylittle: We have a fun tradition in our family. When someone has a birthday or special occasion, they get a special red plate. A little weird, but everyone loves that red plate!

Benjamin: We have not done it in a while, but my family likes to have music appreciation nights. Each person gets to pick one song from a playlist that they like to play for the whole family to listen to. We would then talk about what we like about it and it usually ends up in everyone dancing. I plan carrying on this tradition with my own kids once they are old enough.

Grandson: I love all the ideas on this page. One thing that my family does every Christmas is a home-made Christmas Movie. We try to take all the good and bad memories of the year and re-enact them in a funny light-hearted way. Everyone in the family is involved from Grandma and Grandpa to the youngest member. We watch the movie right before we open our gifts. It's the best way to start the night out.

Jai Joshi: Many of my family traditions are faith based but we have some great ones. One is that we have a day in summer, called Raksha Bandan, that is just for siblings. Sisters tie protection bands around their brother's wrist and feed him sweets, and he gives them presents, vowing to care for and protect them always. It renews the ties between them and ensures that even when they are far away, they think of each other.

Smonespecial: My family does a big family vacation for a week every two years. This started with my grandparents, aunts, uncles, and cousins. Now many of my cousins are married and have kids, so our vacation continues to get bigger and bigger. A lot of people are shocked that our vacation is for an entire week, but it works well. Gives us time to reconnect... and reminds us why we don't live closer together. =)

b) Find the word that means:

ZebraZoya: 1. to apply cooking fat;

Ivan: 2. change of a job position with a higher salary range;
3. higher salary;

Tabitha: 4. people that live in the area; 5. place;

Roald from Boston: 6. an informal gathering;
Tiny little: 7. strange;
Benjamin: 8. continuing;
Grandson: 9. to act something out;
Jai Joshi: 10. religion; 11. promising;
Smone special: 12. holidays (*Am. E.*).

c) Work in pairs. Which story are these objects from? What do they mean?



①



②



③



④



⑤



⑥

d) Read the stories again. Who

1. looks back at significant year's events? 2. isn't really fond of the tradition? 3. has a week-long family gathering? 4. has had their tradition for quite a long time? 5. observes a religious ritual? 6. has a special tradition for the extended family? 7. has a tradition connected with food? 8. has weekly traditions? 9. is not planning to give up the tradition? 10. has an unusual birthday tradition?

e) Look through the comments again. Work in pairs. Which of the traditions are: easy to adopt, very unique, fun to try at least once, amusing, quite common? Which traditions are worth trying to adopt? Why? Which ones would your family turn down? Why?

3. a) Prepare to talk about one of your family traditions. Invent one more family tradition that is not followed in your family.

b) Walk around the class. Tell your classmates about both traditions. Let them guess which one is true. Then change roles.

c) Report on the most unusual tradition or special event you've heard from your classmates.

4. Tell your partner about your family traditions or special events. Do you have anything in common with your partner?

LESSON 8. Grandmother's house

Communicative area: speaking about childhood memories

1. a) Work in pairs. What does the picture below show?



b) Put the words below into 5 groups according to the picture above.

Watch, illusion, leather, telescope, goose bumps, smell, microphone, cold, eavesdrop, moist, noise, texture, fingertips, yummy, fluffy, sticky, stink, aroma, spiky, frost, attractive, sour, delicious, tasteless, humid, blizzard, lightening, flavour, spicy, shortsighted, shiny, hearing aid, perfume, visual, view, observe, binoculars, microscope, linen, pattern, sweet, silhouette, drizzle.

2. a) Read the chapter from personal memoirs. What were the author's feelings when he was writing this piece? Why?

My grandmother's house has a very special place in my heart. I lived with my grandmother for many years when I was little. Her house always seemed to have something about it that set it apart from all the rest. As you walked into the front door of her house you noticed a long, slender stairway that led up into the main hallway of the house. The strong smell of cigarette smoke was quite evident when you reached this point. Yes, my grandmother did smoke.



My grandmother's house was always full of laughter and many cheers. Our family used to call it **Grand Central Station**. There was always someone over her house visiting – family or friends. My grandmother's doors were always open to everyone no matter what. When my grandmother had company, she would tell us very seriously to act nicely in front of them or she would be very upset with us.

My grandmother always sat in the kitchen of her house. This is where she would drink her hot black coffee with no sugar and smoke her Virginia Slim cigarettes. She would sometimes sit in her kitchen for hours upon end and watch the ducks and the geese swimming by on the river and if it were warm enough outside, she would crumble up some bread and feed it a little at a time to them.

In the summer time, my grandmother and whoever happened to be at the house would sit out on the sundeck for hours and talk about anything and everything imaginable; she was known as the **neighbourhood gossip queen**. The sundeck was a place for everyone to sit and relax in the warm sunny breeze. My grandmother was a very spontaneous person, she did what she wanted to at the drop of a hat and nobody ever stopped her. She was always very active in many things like volunteering for Veterans Auxiliary, making crafts, cooking, cleaning, etc., but always had time for the ones she loved.

Living at my grandmother's house was indeed a lot of fun because she was so easy-going with me. She allowed me to do all the things that I wanted to do and dreamed about. She was always willing to lend me a hand in anything that I needed. She

was a highly **giving person** to everyone around her and she never asked for anything in return. She always had an ear-to-ear smile that would brighten up anyone's day if it wasn't going so well.

My grandmother had a very soft-hearted voice that I remember singing us to sleep when we were little. She would wait with us until we fell deep asleep, and in the morning, she would wake us with the smell of hot freshly cooked breakfast on the table. Even as we got older, she always tried to **baby us** when we were around her. My grandmother was the kind, gentle, loving, caring grandmother every child dreams about.

My grandmother passed away two years ago and it has been a very **rough two years** trying to cope with such a big loss. After she died, I moved out of her house because I was so overwhelmed by the thoughts of her not being there.

Even today, when I stop by, I still feel her presence inside the house. She always said that when she died, she would always be around to watch over us and to take care of us and I think that is exactly what happened. When I walk into the house, I can still smell the Virginia Slim cigarettes she smoked and sometimes I swear I can hear her talking. When I walk into her kitchen, I expect to see her sitting at the table drinking her coffee and smoking, but she is never there.

My grandmother was a very big influence on my life. She always instilled the finest qualities in me and always insisted that I be the best that I can be. She had a **special knack** for everything she did. She was always full of joy and tried to spread her happiness to everyone around her and I think that is what I miss most of all now that she is gone.

b) Why did the family call the house the Grand Central Station? What is the Grand Central Station like? Describe what one feels with all 5 senses there.

c) Guess what the other words in bold mean using the context. Discuss the meaning in pairs. Give more examples.

d) Pick out the words from the text which convey the happiness that the author feels. Pick out the words from the text which convey the sense of loss that the author feels.

e) What happened to the house after the grandmother passed away?

3. Read the chapter again, then work in pairs. Find all the words and phrases that refer to the 5 senses in the text.

4. Discuss the questions below in pairs.

1. Why is the grandmother's house a special place for many of us? 2. Does the grandmother's house have a special place in your heart? 3. How would you describe your grandmother's house using the five senses?

5.  **Prepare to write about your grandma's house or your childhood favourite place. Use each of your 5 senses in a descriptive essay that will make the readers feel like they're along for the ride. Plan it out, first.**

LESSON 9. Speaking corner

Communicative area: speaking about modern families

1. a) Work in pairs. Discuss the questions below.



1. Do you like board games? Why (not)? 2. What board games do you play with your family or friends? 3. What's your favourite board game?

b) Read about a family tradition. Do you like it? Why (not)?

Family game night is a popular tradition in Britain and the USA. It's the scheduled day of the week when family members

gather to spend time playing games. Some families choose to enjoy board games, while others incorporate cards, acting, dancing or video games into their time together. Game night is a bonding experience for family members of all ages and is a therapeutic way to relax through friendly competition and shared experiences.

2. a) You are going to play a board game. Read the rules below and start the game.

1. Play in groups of three (four). 2. Appoint a time-keeper. 3. Decide who will be the first to start (someone with the largest nuclear family, perhaps). 4. Shuffle the cards and put them on the table face down. 5. A player picks up a card. He / She has to speak on the given topic for forty seconds nonstop. Players take turns to speak. 6. The aim of the game is to collect the maximum points. How many points the speaker gets is decided by the other players (in case of arguments half a point could be given). 0 points – the speaker doesn't answer the question or his talk is inadequate, 1 point – the speaker makes some pauses, though his answer is mostly clear and appropriate, 2 points – excellent speech!



b)  Get the cards from your teacher and start the game.



10 STEPS TO A HAPPIER FAMILY

1 Work in small groups. Brainstorm the ideas on what makes a family happy.

2 Read the article below. Would the recommendations make your family happier?

As soon as you step to teenage, you start developing confidence that what you are doing is right and stop thinking what your parents want to say. You start feeling that there is a generation gap between you and your parents but it never means that you should not respect them or start ignoring them. Giving respect to your parents can make them happier people.

1. Understand them. Try to understand their feelings, they love you even when you keep on crying whole night, make them miss their

parties, make home a mess or keep yelling. They love you without any conditions. Sometimes they want you to live life their way but the reason behind it is to make your future and life safe and happy.

2. Show respect. There is nothing wrong in showing respect to your parents. It will only bring happiness to their face. Even if you don't agree with their thinking, try to make them understand politely. Don't use harsh words on them, they make your parents feel hurt and unappreciated.

3. Spend quality time together. When you think about your parent's life, you will understand that they feel lonely if you avoid them. Thus, try to take some time for your parents. Take them to some family get-together, picnic or just spend time at home with lots of fun and positive energy around.

4. Remember their special events. Always celebrate your parents' birthdays or special events, and celebrate it with lots of love. You can take them out for dinner, buy some gifts or just spend these special moments with them and make them realise that you care.

5. Show appreciation. Your parents have done a lot for you and that is the only reason that you are enjoying your life with proper education. Parents do so much but never expect anything in return, so why not to say a thank you to them occasionally and show gratitude by a card, flower or a hug? This will surely bring you close to them and bring memories which your parents can cherish forever.

3 Make a list of tips *How to make a family happier.* Teen's opinion. Read the examples below before you start.



Think about your siblings for a change. Try to be nicer to them than usual. Your parents will see and be pleased by your maturity. Then they will give you more freedom.

Make a family dinner. After years of cooking for you, it is nice to return the favour.

Offer to do things for your parents. If they look tired or need help with something, offer your help, and remember, bonus points if you do it without asking. Do it with pride and make no complaints.

4 Hang the tips around the classroom for all classmates to read. Vote for the best 5 tips.

2

UNIT

JOBS



LESSON 1. In-demand jobs

Communicative area: talking about jobs that are in demand

Active grammar: Conditional II

Active vocabulary: well-paid, qualified, to be in high demand, job security, to require, benefits, highly skilled

1. a) Think of three jobs that: 1) were most necessary one hundred years ago, 2) are trendy today, 3) will be popular in fifty years. Motivate your answer.

b) Compare with your partner. Do you agree with their choice?

2. a) Read the article. What do the jobs mentioned in the article have in common?

When you are trying to figure out what college or university to choose, it is really important to do some research in the job market. Many of tomorrow's jobs will result from today's development and many others will become surprisingly **well-paid** because there will be less **qualified** candidates and more job openings. So, if I were choosing my future career, I would think about these jobs.

Software developers. Computers, smartphones, and other gadgets have become a big part of our reality. But all of these pieces of plastic and metal would be useless if they didn't have their 'brains' – software. As this industry grows, the need for talented IT specialists will only rise.

Nurses. Despite all the technological advances, nurses, doctors, and other healthcare professionals will always **be in high demand**. The population of the world grows older and the ecological situation becomes worse which means that more and more people will need medical help.

Civil engineers. Roads and bridges, airports and railways, schools and hospitals – are just some of the constructions that wouldn't exist if we didn't have civil engineers. The world's infrastructure depends on them and that is why we will always be in need of qualified engineers.

Welders. Believe it or not, but welders are needed in almost every industry which gives this trade **a sense of job security**. The job doesn't also **require** a college degree but offers good pay and good **benefits**.

Secondary-school teachers. There will always be a need for teachers as society needs **highly skilled** professionals to educate young people.

b) Why is it a good idea to consider these jobs a good choice for your future career?

c) Match the words in bold in the text to their definitions.

a) to be wanted by a lot of people; b) if you have this, you understand that your job is going to last for a long time; c) advantages that employees receive from their employer in addition to money; d) to need something or make something necessary; e) earning or paying a lot of money; f) having all the abilities needed to do an activity or job well; g) having finished a training course, or having particular skills.



d) Complete the questions with the words in bold from the text. Use the questions to interview your partner.

1. What jobs do you think are ... in Belarus? Why? 2. What jobs are ... in Belarus? Are they the same as you named in question No1? Why (not)? 3. Can you name some jobs that ...

creativity / fitness / communication skills? Justify your choice.
 4. What kind of ... do companies such as Google offer to their employees? 5. Is the sense of ... an important factor when you are choosing your future career?

3. a) Read these fragments from the article. Answer the questions about them.

So, if I were choosing my future career, I would think about these jobs.

But all of these pieces of plastic and metal would be useless if they didn't have their 'brains' – software.

Roads and bridges, airports and railways, schools and hospitals – are just some of the constructions that wouldn't exist if we didn't have civil engineers.

1. Does the writer talk about a real situation or an imagined situation? 2. Is this situation true for the past, present or future? 3. What grammar structure is used in the part of the sentence after *if*? 4. What grammar structure is used in the other part? 5. Is there any difference in the punctuation when the *if* part comes first or second?

b) Match the sentences above with one of the formulae:



Conditional I = *If* + Present Simple / Continuous, *will* + Simple / Continuous Infinitive

Conditional II = *If* + Past Simple / Continuous, *would* + Simple / Continuous Infinitive

Conditional III = *If* + Past Perfect, *would* + Perfect Infinitive

Read the rules on page 296. Check your answers.

c) Complete the sentences with the correct forms of the verbs.

1. If I (have) ... more free time, I (take up) ... a new hobby.
2. If I (want) ... to be a lawyer, I (have) ... to get qualified first.
3. I (prefer) ... to choose a job that is in high demand if I (look for) ... a job with a sense of security. 4. If I (have) ... a well-paid job, it (not matter) ... if it was interesting for me or not. 5. If my hobby (make) ... money, I (not have to work) 6. I (be) ... happy if my future career (require) ... creative work.

d) Work in pairs. Make the statements in ex. 3a true for you. Compare with your partner.

4. a) Read the piece of advice below and answer the question from the quote.

Ask yourself, "If all jobs paid \$2 an hour, what job would I want to do?" When you answer that question, start doing it, even if you have to do it for free at first.

b) Do you think it's a good piece of advice? Why?

5.  Find some information about jobs that are in demand in Belarus. Would you like to have any of them? Why (not)? Write a short paragraph.

LESSON 2. Disappearing jobs

Communicative area: talking about professions that are unlikely to exist in the future

Receptive grammar: talking about hypothetical situations in the present

Active vocabulary: purpose; to achieve; to follow in his footsteps; passion; to deal with clients; qualifications; to have good / poor working conditions; badly-paid; to work long hours

1. a) Take a look at the photos showing people at work. Explain what they do in their job. Check the answers on page 57.



b) All of these jobs disappeared because of technological advances. Can you think of any other jobs that disappeared?

2. a)   Listen to people whose jobs are at risk of disappearing in the next 20 years. What jobs do they have?

b)   Listen again. Say which speaker(s):

1. has trained a lot to get the job;
2. has a great ambition;
3. enjoys their job;
4. has a job that involves working with clients;
5. is responsible for financial operations.

c) Look through the list of jobs you made for ex. 2a. Do you know any people who do these jobs? Tell your partner about them. Are they good at doing their jobs?

3. a) Read the extracts from the interviews. Match the words in bold with their definitions.

1. ...my **purpose** is to visit all the countries. 2. ...I thought this job would help me to **achieve** my goal. 3. My father served in the Air Force so it was only a matter of time for me to **follow in his footsteps**. 4. I think it's more than a job, it's a real **passion**. 5. In my job I **deal with clients**... 6. The job doesn't require any **qualifications**... 7. ...it has **poor working conditions** – it's rather **badly-paid** and I have to **work long hours** at the weekends.

a) an official record showing that you have finished a training course or have the necessary skills; b) a very powerful feeling, for example of love, hate, anger or other emotion; c) situation when the aspects of the job such as working space, safety, working time, pay, etc. aren't good; d) an intention or aim, reason; e) to succeed in finishing, esp. after a lot of work or effort; f) to work for a period of time that is longer than the usual for this activity; g) to buy goods or services from someone, or to sell them to someone; h) the opposite of well-paid; i) to follow the example of someone



b) Fill in the words from ex. 3a to complete the questions.

1. What is more important for a good career: experience or good academic ... ? 2. Do you have a strong ... for something? 3. Do you have a ... in life? 4. Would you like to ... parents' ...? 5. What are some jobs that involve working ...? 6. Would you like to ... with clients in your future job? 7. Would you agree to do your dream job if it was ... ? 8. Do you believe that any way is a good way to ... your goals? 9. Would you agree to have ... if the job was really well-paid?

c) Use the questions above to interview your partner.

4. a) Read one more fragment from the interview. Answer the questions that follow.

I wish I had enough money to travel... But even if I don't have it now, I'm ready to do whatever it takes to make my dream come true.

1. Does the speaker have enough money for travelling? 2. Is the sentence above closer in meaning to "I want a lot of money and travel" or to "I'm sorry I don't have enough money to travel"? 3. Is it a real or an unreal situation? 4. Does the speaker wish about the past or about the present? 5. What grammar structure is used after "I wish"? 6. What grammar do you use after "Ах, если бы я ..." in your language? Is the grammar of this structure different in English?

Read the rules on page 300. Check your answers.

b) Read what the famous characters say. Put the verbs in brackets in the correct grammar form.

1. Cinderella: I wish I (be) a princess. 2. Wolf: I wish the woodcutters (can / not) hear this girl screaming. 3. Queen: I wish I (have) a dear little child as white as snow. 4. The Ugly Duckling: I wish I (be) as beautiful as those swans. 5. Rapunzel: I wish my hair (be) even longer. 6. Little Pig No 1: I wish my house (be) made of bricks. 7. Winnie-the-Pooh: I wish there (be) more honey in the jar.

c)  **Think of a famous book or film character. Write a wish they could make.**

d) **Do you wish you had better marks in some subjects? Which and why? Do you wish you were younger or older? Why?**

5.  **Write a paragraph about some other jobs that are unlikely to exist in the next 20 years.**

LESSON 3. Popular jobs

Communicative area: talking about popular jobs in English-speaking countries; talking about different aspects of jobs

1. Play the game in two teams. In turn, name jobs. The game stops when one of the teams runs out of ideas.

2. a) Match the funny job definitions with the names of the jobs.

A banker is... • A diplomat is... • An economist is... •
A mathematician is... • A philosopher is... • A programmer
is... • A psychologist is... • A schoolteacher is... •
A sociologist is... • A professor is... • A modern artist is...

- a) a fellow who lends you his umbrella when the sun is shining and wants it back the minute it begins to rain;
- b) someone who can tell you to go to hell in such a way that you will look forward to the trip;
- c) an expert who will know tomorrow why the things he predicted yesterday didn't happen today;
- d) a blind man in a dark room looking for a black cat which isn't there;
- e) one who throws paint on canvas, wipes it off with a cloth and sells the cloth;
- f) a person who doesn't have a job but at least understands why;
- g) one who talks in someone else's sleep;
- h) someone who solves a problem you didn't know you had in a way you don't understand;
- i) a man whom you pay a lot of money to ask you questions that your wife asks free of charge;
- j) a disillusioned woman who used to think she liked children;
- k) someone who, when a beautiful woman enters the room and everybody look at her, looks at everybody.



b)  **Work in pairs. Write your own funny job definitions. Share with the class.**

3. a) **Work in pairs. Student A reads about most popular jobs in the UK. Student B reads about most popular jobs in the USA.**

Student A

A recent survey shows what jobs are the most desired in the UK:

1. *Aircraft controllers.* A highly skilled aircraft controller earns around £2 000 per week, which makes this job one of the best-paid in the UK. To achieve success in this job one needs to have outstanding leadership skills and a lot of professional training. The job requires working long hours under pressure as aircraft controllers are responsible for the safety of people who use aircrafts.

2. *Advertising and public relations directors.* Another well-paid job on the list is suitable for imaginative people who will be responsible for creating a proper image of their company. The

job responsibilities also include dealing with clients and working with the company's audience.

3. *Information technology and telecommunication directors.* Qualified IT specialists are in high demand and the profession provides great salary and other benefits. As computers are used in every type of company or organisation the job has a great sense of security. In this job you will have to make sure the computer system in a company works well and help other employees if necessary.

4. *Financial managers and directors.* If you are good at Maths and analytical thinking, consider becoming a financial manager. You will be responsible for making financial analysis and giving advice on how to improve the company's profits. If you have the necessary qualifications and you help the company to achieve its purpose, you will be well paid.

5. *Medical practitioners.* If your passion is to make the world a better place by helping people, you may follow in the footsteps of the highest-paid medical professionals. Universities in the UK have strong links with hospitals, so if you graduate from one, you are guaranteed a world-class education and employment.

Student B

Here is the list of most popular jobs in the USA that were chosen according to the following factors: they are well paid, aren't too stressful, give an opportunity to make a career and have a sense of job security.

1. *Software developers.* The best software developers are inventive and have all the qualifications to turn their ideas into reality. These specialists are in high demand in a variety of industries and in the next 15 years even more jobs are expected to open up. The average weekly pay is about \$2 000 across the United States.

2. *Dentists.* Being a highly skilled dentist doesn't only mean working with people's mouths, gums and teeth. As a lot of people feel nervous in the dentist's chair, a professional needs to have good communication skills to deal with patients. According to statistics, the need for dentists will grow which means the employers will provide their employees with good working conditions and other job benefits.

3. *Statisticians*. Statisticians collect, analyse and interpret data so that the companies can use this information to achieve its purpose. The best thing about this job is that statistics is necessary in all kinds of fields, like science, sports, environment and economics.

4. *Psychologists*. Psychologists observe how patients think, feel and behave and help them to find a way to live a happy life. The job requires a doctoral degree and a lot of practical experience, but many people who decide to become a psychologist are driven by their passion to find out the truth and they are ready to work long hours to achieve their goal.

5. *Veterinarians*. To become a highly skilled veterinarian you need to be excellent at sciences, be responsible and be a technology enthusiast because today it is used to fight cancer, to diagnose other diseases and to test for specific genetic traits. Get ready to work in poor or even dangerous conditions as veterinarian's work doesn't stop with dogs and cats. Some vets specialise in caring for farm animals, and some even protect the safety of our food supply by inspecting domestic animals in agriculture.

b) Interview your partner about what they have read with these questions:

1. What jobs are popular in the UK / the USA? 2. What do people do in these jobs? 3. What kind of people can succeed in these jobs? 4. What are the job requirements? 5. What are the advantages of the jobs?

4. a) Together with your partner, discuss in which jobs from ex. 3a people:

1. have to work long hours,
2. have good / poor working conditions,
3. have a dangerous job,
4. need a lot of work experience,
5. have a job that doesn't require any qualifications,
6. have to deal with clients,
7. have a sense of job security.

b) Which of the jobs mentioned in the lesson are well paid? Which of them are in high demand?

5. Work in pairs. Tell your partner about your relatives and neighbours. What jobs do they have? Use the criteria from ex. 4a to describe their jobs.

LESSON 4. How to choose a career

Communicative area: discussing advice of a career guide

Active vocabulary: to assess, requirement, hazard, relevant, salary, strength, weakness

1. a) Read the quotations below. Which of them have similar meanings?

Choose a job you love and you will never have to work a day in your life.

I think the person who takes a job in order to live – that is to say, for the money – has turned himself into a slave.

To be successful, the first thing to do is fall in love with your work.

The worst days of those who enjoy what they do are better than the best days of those who don't.

Blessed is he who has found his work; let him ask no other blessedness.

People forget how fast you did a job – but they remember how well you did it.

It's not the hours you put in your work that count, it's the work you put in the hours.

Far and away the best prize that life offers is the chance to work hard at work worth doing.

Whenever it is in any way possible, every boy and girl should choose as his / her life work some occupation which he would like to do anyhow, even if he / she did not need the money.

b) Choose the one you like best. Compare with your classmates. Which quotation seems to be the most popular in your class?

2. a) Answer the questions.

1. When do you think it's time to start thinking about your future job?
2. Who can give you advice on what career to choose?
3. How can you choose a career?

b)   Listen to the interview with a career guide. Does the expert answer all the questions from ex. 2a?

c)   Read the list of questions from the interview. Put them in the logical order. Listen again. Check your ideas. Make notes of the answers.

- a) Are there any other options?
- b) So you've got a list of jobs. What do you do then?
- c) How important is it to choose the right career?
- d) What would the next step be?
- e) What would you start with if you were to choose a job?
- f) How relevant is school experience in choosing a career?
- g) If you were choosing a job, would you do a career assessment test?

3. a) Read the fragments from the interview.

*Assess your abilities. What are your **strengths**? What are your **weaknesses**? What kind of skills do you have?..*

*Now, **assess** these professions. You can gather information such as job descriptions or work responsibilities, **salary**, education **requirements**, necessary experience, work related **hazards**, etc. Moreover, you can interview others who are already in the professions and visit the library for additional resources as well as searching the internet for **relevant** information.*

b) Which of the words in bold means...

1. connected with what is happening or being discussed; correct or suitable for a particular purpose;
2. needs;
3. to judge or decide the amount, value, quality or importance of;
4. dangers, risks;
5. a good characteristic;
6. a fixed amount of money agreed every year as pay for an employee (part of which usually paid every month);
7. a fault in someone's character, opposite to "strength"?

c) Read the story below. Fill in the words in bold from ex. 3a. Mind the word forms.

My aunt Julia is a teacher. Before choosing her career she was advised to **1. ...** the job. Her parents are both architects, so they were really worried that she was not following in their footsteps. They said the **2. ...** in teaching was not supposed to be very high, but the **3. ...** were too many. The basic educational **4. ...** was a bachelor's degree, but my aunt decided to get a master's degree to have better career prospects. Her parents warned her about the job **5. ...** – schools in big cities are dangerous places to work in. She carefully assessed her **6. ...**. Her greatest **7. ...** was her knowledge of French. Every year she used to get hands-on experience of using the language as her Mum has lots of relatives in France – she is French. Aunt Julia's only **8. ...** was that she was a little impatient. But she worked on it and – voila – she has been teaching French for 15 years so far

and she's never regretted choosing this career. She still has a passion for her job and loves interacting with students.

4.   Listen to the interview with the career guide again. Use your notes from ex. 2c to write a short summary of the expert's advice. Choose one of the quotations from ex. 1 as an epigraph.

5. Work in pairs. Discuss the advice of the career guide. Do you think you will follow her advice?

LESSON 5. The best job in the world

Communicative area: talking about popular jobs and future achievements

Receptive grammar: Future Perfect Simple and Continuous

1. a)   Guess the ending of the joke. Listen and check your guess.

Got my dream job today. I get my own 200 thousand dollar company car and a corner window with a view of the city.

b) What is your dream job?

2. a) Read the information about weird jobs all over the world. Can you guess which of them don't exist? The answer is on page 57.

1. Japan employs people to push others onto trains so that nobody is late for work.
2. Deodorant testers smell people's armpits to test the odour-fighting powers of deodorants.
3. Bicycle fishers in Amsterdam fish out rusty bikes from canals.
4. Professional mourners visit funerals to show respect to people who passed away.



5. Water slide testers have to check all aspects of safety and make sure these rides are absolutely safe.
6. A personal food taster is a person who ingests food that was prepared for someone else, to make sure it is well cooked.
7. Voice models provide an example of good pronunciation and intonation for people who need to speak in public.
8. Lego builders make incredible models to promote the production of the company.
9. YouTube videos commentators write comments that motivate people to start discussions and attract more viewers.
10. Ostrich babysitters keep an eye on the baby ostriches so that they don't attack each other.



b) Would you like to have any of these jobs? Why (not)?

3.   Listen to a radio programme about the best jobs in the world. Do you think these jobs are well paid? Do they require any qualifications?

4. a)  Read the sentence extracts from the programme. Answer the questions below.

*Disneyland **will have been welcoming** visitors for years by 2025.*

*A major benefit of this job is that by the end of your contract you **will have travelled** around the world and stayed in the most luxurious hotels.*

1. Does the sentence tell us about the past, present or future achievement? 2. Which of the forms in bold emphasises a result, and which – a process without a pause? 3. Which words in the sentence tell us about a result, and which – about a non-stop process? 4. Which of the forms in bold is the Future Perfect

Simple form, and which – the Future Perfect Continuous form?
5. How are the forms made?

- b)  Read the rules on page 301 and check your answers.
- c)  Write your answer to the question: *How long will have you been learning English by the end of this year?*
5. a) Think of the job you would like to have. Get ready to describe the job in details, including the job requirements, work conditions and benefits. Go round the classroom and tell your classmates about your dream job. Listen to them. Vote for the best of the best job.
- b) Work in pairs. Answer the question: *If you were to choose one of these jobs, which would you choose and why?*
- c) Vote for the most popular job.

LESSON 6. More of a calling than a career

Communicative area: describing the advantages and disadvantages of a job

Receptive grammar: expressing wishes about the past (regrets)

Active vocabulary: role model, to be an influence, rewarding, challenging, reward, commitment, competitive, load, calling, nurse

1. Read the job profile. Fill in the words from the box. Guess the job.

assess • requirements • hazard • relevant •
salary • strengths

... : ...ing patients, writing care plans, physical examinations, administering treatment.

...: £18,114 – £50,000 a year

Working hours: 37.5 hours per week, shift work. Working nights can be hard but you get used to it as time goes on.

Qualifications: degree or diploma. Minimum age to start training in England is 17.5.

... : good communicator, calm under pressure, practical, flexible.

Career progression: with experience and further training, there are good opportunities for promotion and specialisation. You may apply for leadership roles with wider responsibility. There may be opportunities to work overseas. You could also progress to become a doctor but it involves a lot of study as you still have to pass the ... medical exams.

... : injuries, allergies, chemical and biological hazards, work overload, longer working hours, stress-related health problems, physical or emotional abuse from patients.

2. a) Look through the comments American nurses have made about their job. Are all of them happy with their job?

A. Caroline W.: I've had the best nursing **role model** you could ask for – my mum, who is a cardiac care nurse. Listening to her and watching her make a difference in people's lives all these years **has been the greatest influence** in helping me to decide to become a nurse. Nursing isn't just academically **challenging**. We also develop our personal and communications skills, which are important when working with patients. In nursing, I'll never stop learning.

B. Brenda M.: I have been a nurse for 6 years. During this time I have learnt I love patient care and working with families and helping them in making hard decisions. What do I dislike? Nurses get no respect from their peers, managers, or administration. Families treat the hospital like it is supposed to be a 5-star hotel. Nurses need to complete a lot of paperwork. Patient **load** is huge. If I had it to do all over again, knowing what I know now, I would have chosen another profession.

C. Kimberley C.: I was introduced to nursing by my father. I remember being fascinated by learning new things about how human bodies work. In high school, I also came in contact with medical missionaries who worked in far away lands. These two experiences in my life helped me realise my **calling** to be a nurse.

D. Dan L.: I have been a nurse for over 20 years now and I've never **regretted** choosing the job. For me, nursing has always been more of a calling than a career. It is challenging and very **rewarding** to be able to help patients and family through one of the toughest times in their lives. I also believe that the profession of nursing is in great need of more men.

E. Katherine B.: I decided I wanted to be a nurse when I was 8 years old. Visiting my Mum in hospital, I began to notice the nurses and how they took care not only of patients but also of the patients' families. The most challenging part of nursing is critical thinking. We have to put together all the pieces of the patient's symptoms and help them recover. I never know what to expect in my job, but I know that I am never alone. We work as a team.

F. Sandra B.: Nursing is different from what I expected. My grandmother was a nurse, my aunts and several cousins are also nurses so I thought I had a pretty good understanding of what the profession was all about, but it turns out that I didn't. Nursing is more than I ever imagined. As a nurse, I really get involved in patients' lives. I make a real difference in people's health and they remember me. It is immensely rewarding to know that you can touch someone's life in such a wonderful way. As a nurse, I am a well-respected member of the team. Doctors really listen to my opinions. I know that I can work anywhere because nurses are always needed. Coming out of college nurses have good **employment prospects** and very **competitive** starting salaries. Nursing is hard and you have to have it in your heart if you want to choose this career, but the **rewards** are worth it.

G. Rebeca T.: I am proud to be a nurse, a profession of great challenges and great rewards for those who are ready to use their hearts and minds to help people when they need it most. I fell in love with the job when I saw nurses in action. It seemed to me that they were real heroes at the heart of the action. I still get a rush of adrenaline when we bring a patient back from the brink of death.

H. Delmar I.: Being a nurse is one of the few careers where you are able to make a difference daily in someone else's life. Time passes quickly, but it requires skill, talent, and **commitment**.

I. Stella M.: I haven't been a nurse long but every day I just hate it! My job makes me work more than 50 hours a week and I have personally worked a shift where I didn't sleep, eat, or go to the bathroom in over 40 hours! I have started to feel like a patient's personal slave! I do care about people, but I also care about myself. **I wish I hadn't found the job!**

b) Read the definitions of the words in bold. Then, read the comments in ex. 2a and answer the questions below.

Role model – a person whom someone admires and whose behaviour they try to copy.

To be an influence – to have the power to have an effect on people or things.

Challenging – needing great mental or physical effort in order to be done successfully, testing a person's ability.

Load – the amount of work to be done by a person.

Calling – a job, such as medicine, in which you help others.

To regret – to be sorry about something you have done.

Rewarding – giving a lot of satisfaction, but possibly not much money.

Employment prospects – the chances of getting a paid job.

Competitive – as high as in other good jobs.

Reward – something given in exchange for good behaviour or good work.

Commitment – being ready to spend all your time doing your job.



1. Is nursing more of a calling than a career? 2. How big is the work load? 3. Who have been the nurses' role models? 4. What has been a great influence on them? 5. Have any of the nurses regretted choosing the job? Why? 6. What skills are needed in nursing? 7. Why do nurses need commitment to their job? 8. Why is their job challenging? 9. Is a competitive salary the only reward? 10. What are the employment prospects? 11. How can a nurse make a difference in people's lives? 12. Do you think nursing is rewarding?

- 3. a)**  Read the highlighted sentence from the last comment. Answer the questions below.

I wish I hadn't found the job!

1. Did the person find a job? 2. Is the sentence above closer in meaning to “I didn’t want to find a job” or “I regret finding the job”? 3. Is it a real or an unreal situation? 4. Does the speaker wish about the past or about the present? 5. What grammar is used after “I wish”? 6. What grammar do you use after “Ах, если бы...” in your language? Is the grammar of this structure different in English? 7. What word do you have to add to a similar structure in your language to show the time you are speaking about? Do you need this word in English? Why?

Read the rules on page 300. Check your answers.

- b)** Read what people say and match their words with the jobs.

film director • firefighter • archaeologist •
teacher • detective

1. I wish I had caught him earlier. 2. I wish they hadn’t made so many mistakes. 3. I wish the building hadn’t caught fire so quickly. 4. I wish I had invited Julia Roberts for the leading role. 5. I wish the tomb hadn’t been ransacked earlier.

- c)** Are the statements true or false?

1. The detective didn’t catch the criminal. 2. The students didn’t make many mistakes. 3. The building caught fire very quickly. 4. The film director invited Julia Roberts for the leading role. 5. The tomb was ransacked earlier.

- d)**  Think of a regret which a nurse might make. Write down a sentence beginning with *I wish...*

4. Would you like to be a nurse? Why (not)? Write a paragraph to answer these questions.

LESSON 7. Young entrepreneurs

Communicative area: discussing advantages and disadvantages of running a business at a young age; discussing unreal situations

Active vocabulary: entrepreneur

1. a) Read the dictionary entry to find out who entrepreneurs are.

Entrepreneur [ˌɒntɹəprəˈnɜː(r)] – someone who starts their own business that is often financially risky in the hope of profit. 

b) Do you know any entrepreneurs who became successful?

2. a) Read stories of young entrepreneurs. Whose idea do you find the best? Why?

Charlotte Fortin

Charlotte is a young high school graduate that followed in both her father's and grandfather's entrepreneur footsteps when she decided to open up a business of her own called Wound Up. Inspired by some boutiques in California, Wound Up was opened to be a women's clothing store targeting women between the ages 18 to 40. The store sells blouses, shorts, skirts and dresses. Fortin says that she has quickly grown up, and become much more responsible and conscious because of the experience.



Garrett Gee

Garrett Gee turned a lucky guess into a business opportunity when the iPad 2 was about to come out. This university student guessed there should be easier to use QR code software and apps, he made it his mission to be the first one to offer such



a product fit for the iPad 2. After two sleepless nights, he had achieved his goal. He recruited two classmates and they launched Scan in February, 2011. The team raised \$1.5 million and in the first year Scan earned 21 million downloads by October 2011.

Ashley Qualls

When social network MySpace was popular, people complimented Qualls on her MySpace page designs. She posted the designs online for people to buy them and she could make \$70,000 per month with seven million monthly visitors. She made so much money that she left school to devote her time to her business. She was offered \$1.5 million for her business, but she refused to take it.



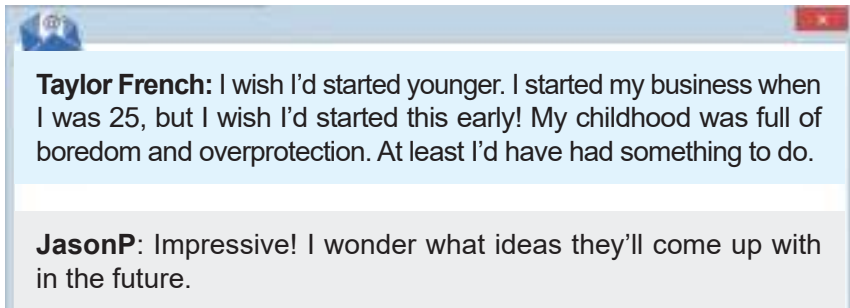
Fraser Doherty

At the age of 14, Doherty began making jams from his grandmother's recipes. As they were really good, he began receiving more orders than he had time to do. He rented a 200-person factory a few days each month. In 2007, a high-end UK supermarket gave shelf space to his products in 184 supermarkets. By 2007, his company had \$750,000 in sales. Since then, his company has continued to grow throughout Europe.



Adapted from investopedia.com

b) Read some comments to the stories. Which of them do you agree with? Share your ideas with your classmates.



Andrew Maul: I was 9 when I built my first website, but I wasn't making money or even trying to do that. I can't even imagine doing that on my own.

Popstar: Maybe it's just me, but I think it's pretty sad that some of them left school and didn't receive proper education. Their parents should have talked them out of it. They'll have enough time to get crazy about money when they are older.

Black Hat Cat: I'm not sure that's what anyone can do at such a young age. Running a business isn't just stressful, it takes all of your time and efforts to make it successful and that's not what you need when you're a teenager. Social life is extremely important in building up your confidence and communicative skills.

Bhaskar Jain: Great! It's so good to see young people doing such things. Way to go!

Butters: Making a million when you're a teenager and enjoy the rest of your life. Sounds cool!

VeitShenk: I just don't know – I've got 4 kids and I'm all for teaching them business basics from an early age (my view is that our education system is far too "fact" and not enough "doing" oriented), but certainly make sure they finish school and make friends. Being an entrepreneur and a school-leaver isn't doing the right thing at the right time.

Coach Ramy: WOW! I wish I had started that early!

c)  Write your comment to the story.

3. a) Work in pairs or groups. Choose a hobby / interest you have and how you could make money from it.

b) Prepare to present your idea to the class. Answer the questions and make notes.

1. What's the name for your start-up? 2. What is the product / service idea? 3. Who will be interested in buying this product / using this service? 4. How will it make money? 5. What do you need to start your business?

c) Present your ideas to the class.

d) Say which business idea you would like to invest in if you had enough money. Explain your answer.

LESSON 8. My future job

Communicative area: speaking about a future career, writing an essay

1. a) Read the quotations below and choose the right explanation for each of them.

There are so many things that we wish we had done yesterday, so few that we feel like doing today.

Mignon McLaughlin

- a) Work load grows bigger and bigger every day.
- b) People regret being lazy in the past, but are still lazy in the present.
- c) If you were very busy yesterday, you have very little to do today.

I wish I'd known early what I had to learn late.

Richie Ashburn

- a) She knows a lot of things now which she learnt earlier.
- b) Now she knows many things which she didn't know in the past.
- c) She is sorry that she didn't know earlier many of the things she knows now.

b)   **Listen to the story. Which of the quotations from ex. 1a does it illustrate?**

2. a) Use the questions below to interview your partner.

1. Do you have a purpose in life? 2. Have you started thinking about your future career? If yes, when? 3. What career would you like to choose? 4. Who or what has been an influence on you in choosing your future career? 5. Are you going to follow in your parents' footsteps? 6. Do you have a role model? 7. What qualifications are you going to get? 8. Would you like to become an entrepreneur? 9. Do you have a passion for something? 10. What skills do you have? 11. Are you a creative person? 12. Do you think you have got abilities to achieve your goals? 13. What are your strengths? What are your weaknesses? 14. Have you done any career assessment tests?

b) Answer your partner's questions.

c) Compare your answers. What do you have in common?

3. Make a profile of your future job. Use ex. 1 from lesson 6 for help.

4.  **Write an essay *My future job*. Use the questions from ex. 2a and the list of words and phrases below for help.**

to deal with clients / to do paperwork; highly skilled / unskilled; good / poor working conditions; to work long hours; be in high demand; responsibilities; requirements; well-paid / badly-paid; sense of job security; competitive salary; relevant experience / skills; career / calling; rewarding / challenging; hazards; benefits; commitment

LESSON 9. The shepherd's daughter

Communicative area: inferring meaning from context; discussing the benefits of having a skill

1. Play the game in pairs. Think of a job. Let your partner guess your job by asking you Yes / No questions from the list below.

Do you work inside? Do you work outside? Do you wear a uniform? Do you have to work long hours? Do you have to deal with people? Do you have to deal with things in your job? Do you work alone? Do you have to use your hands? Do you make things? Is it a skilled job? Do you need to drive? Do you need to get dirty? Is your job well paid? Is your job badly paid? Do you have to have qualifications for your job?

You can answer in the following way:

Yes,	always usually often sometimes	No,	never hardly ever not usually	I don't know I'm not sure

2. a) Would you rather like to be a writer, a shepherd, a weaver or a king? Why?



b) Is it important to learn a craft?

3.   Listen to the story. Follow in the book. Can you think of a moral to the story?

The shepherd's daughter

After William Saroyan

It is the opinion of my grandmother, God bless her, that all men should labour, and at the table, a moment ago she said to me: You must learn to do some good work, the making of some item useful to man, something out of clay, or out of wood, or metal, or cloth. It is not proper for a young man to be ignorant of an honourable craft. Is there anything you can make? Can you make a simple table, a chair, a plain dish, a coffee pot? Is there anything you can do?

And my grandmother looked at me with anger.

I know, she said, you are supposed to be a writer, and I suppose you are, but you must learn to make solid things, things that can be used, that can be seen and touched.

There was a king of the Persians, said my grandmother, and he had a son, and this son fell in love with a shepherd's daughter. He went to his father and he said, My Lord, I love a shepherd's daughter, I would have her for my wife. And the king said, I am king and you are my son, and when I die you shall be king, how can it be that you would marry the daughter of a shepherd? And the son said, My Lord, I do not know but I know that I love this girl and would have her for my queen.

The king saw that his son's love for the girl was from the God, and he said, I will send a message to her. And he called a messenger to him and he said, Go to the shepherd's daughter and say that my son loves her and would have her for his wife. And the messenger went to the girl and he said, The king's son loves you and would have you for his wife. And the girl said, What labour does he do? And the messenger said, Why, he is the son of the king; he does no labour. And the girl said, he must learn to do some labour. And the messenger returned to the king and spoke the words of the shepherd's daughter.

The king said to his son, The shepherd's daughter wished you to learn some craft. Would you still have her for your wife? And the son said, Yes, I will learn to weave straw rugs. And the boy was taught to weave rugs of straw, in patterns and in colours

and with ornamental designs, and at the end of three days he was making very fine straw rugs, and the messenger returned to the shepherd's daughter, and he said, These rugs of straw are of the work of the king's son.

And the girl went with the messenger to the king's palace, and she became the wife of the king's son.

One day, said my grandmother, the king's son was walking through the streets of Baghdad, and he came upon an eating place which was so clean and cool that he entered it and sat at the table. This place, said my grandmother, was a place of thieves and murderers, and they took the king's son and placed him in a large dungeon where many great men of the city were being held, and the thieves and murderers were killing the fattest of the men and feeding them to the leanest of them, and making a sport of it. The king's son was of the leanest of the men, and it was not known that he was the son of the king of the Persians, so his life was spared, and he said to the thieves and murderers, I am a weaver of straw rugs and these rugs have great value. And they brought him straw and asked him to weave and in three days he weaved three rugs, and he said, Carry these rugs to the palace of the king of the Persians, and for each rug he will give you a hundred gold pieces of money. And the rugs were carried to the palace of the king, and when the king saw the rugs, he saw that they were the work of his son and he took the rugs to the shepherd's daughter and he said, These rugs were brought to the palace and they are the work of my son who is lost. And the shepherd's daughter took each rug and looked at it closely and in the design of each rug she saw in the written language of the Persians a message from her husband, and she related this message to the king.

And the king, said my grandmother, sent many soldiers to the place of the thieves and murderers, and the soldiers rescued all the captives and killed all the thieves and murderers, and the king's son was returned safely to the palace of his father, and the company of his wife, the little shepherd's daughter. And when the boy went into the palace and saw again his wife, he humbled himself before her and he embraced her feet, and he said, My love, it is because of you that I am alive, and the king was greatly pleased with the shepherd's daughter.

Now, said my grandmother, do you see why every man should learn an honourable craft?

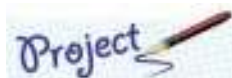
I see very clearly, I said, and as soon as I earn enough money to buy a saw and a hammer and a piece of lumber I shall do my best to make a simple chair or a shelf for books.

4. Answer the questions.

1. Who tells the story? 2. Why is the author's grandmother angry with him? 3. What argument does she use to demonstrate that she is right? 4. Who did the king's son want to marry? 5. On what condition did the girl agree to marry him? 6. What craft did the young man learn? 7. How did the king's son get into trouble? 8. Why wasn't he killed immediately? 9. What saved him from death? 10. Why did he thank the shepherd's daughter?

5. Discuss with your partner.

1. What skill do you have?
2. Do you wish you had learnt any labour?
3. Who can give you advice on how to behave in life?



MY FUTURE JOB (COMPOSITION)

- 1**  Write about your future career. Your composition should include reasons for choosing the job, your assessment of the advantages and disadvantages of the job, your career plans, etc. Use the following linkers:

moreover, on the one hand ... on the other hand, however, but, also, in conclusion, firstly, secondly, etc.

- 2** Hang up your compositions around the classroom. Take time to read all of them. Vote for the best composition. Take both content and form into consideration.

Ex. 1a, page 33. 1. Knockers used to wake up people on time for their job. 2. Switchboard operators connected long-distance calls and other telephone network operations. 3. Ice cutters would saw up the ice on frozen lakes for people to use in their cellars.

Ex. 2a, page 42. Jobs in numbers 2, 6, 7, 9 don't exist.

3

UNIT

ENVIRONMENT

LESSON 1. Environmental issues

Communicative area: speaking about environmental issues

Active vocabulary: aware, environment, resource depletion, deforestation, issues, interdependent, nuclear, valuable, biodiversity, species, extinct, endangered; prefix *en-*

1. a) Think of a place that you like. Describe it to your partner.
- b) How would you feel if this place were destroyed?
2. a) Match the environmental issues with the pictures.



a) pollution	e) waste
b) resource depletion	f) deforestation
c) nuclear waste	g) animal extinction
d) climate change	h) overconsumption

b)   Listen to the interview with Bill McKibben, an environmentalist. Which of the environmental issues in ex. 2a are mentioned in the interview?

c) Read these true and false sentences. Match the words in bold with their definitions.

1. Environmentalists damage the planet and the animals and plants on it.
2. People aren't **aware** of the impact they have on the environment.
3. There are a lot of environmental **issues** and they are all **interdependent**.
4. Radioactive contamination is a form of pollution.
5. Nuclear waste is a **valuable** resource.
6. **Deforestation** reduces **biodiversity**.
7. Fewer animal and plant **species** are becoming **extinct**.
8. Humans are an endangered species.

- a) The degree of variation of animal and plant species on Earth is called ...
- b) If an animal no longer lives on Earth, it becomes ...
- c) Dependent on each other means ...
- d) The cutting down of trees in a large area or the destruction of forests by people is ...
- e) To be ... means to know that something exists, or to have knowledge or experience of a particular thing.
- f) If something is helpful and important, it can be called ...
- g) A group of animals or plants in which the members have similar characteristics is called ...
- h) ... are some problems people are thinking about.

d)   Mark the sentences in ex. 2c true or false. Listen and check your ideas. Correct the false statements.

3. a) Match the words in two columns to make word combinations from the interview.

1. big
2. seriously
3. interdependent
4. extreme
5. threatening
6. noise
7. hazardous
8. nuclear
9. valuable
10. tropical
11. environmental
12. endangered

- a) species
- b) areas
- c) impact
- d) damage
- e) conditions
- f) change
- g) waste
- h) pollution
- i) resource
- j) issues
- k) balance
- l) plants

b) Use the word combinations from ex. 3a to reproduce the ideas from the interview. Work in pairs, take turns. Add as much detail as possible.

Example: big impact – Human activities have a big impact on the environment.

4. a)  Read the information about the prefix en-.



Prefix is a word part that is added to the beginning of a word to change its meaning. The prefix *en-* means *in* or *within*. It is generally added to a word to make in a verb. In the word *endangered* the base of the word is *danger*; when you add the prefix *en-*, the word becomes a verb meaning *to put something at risk of being harmed, damaged or destroyed*.

b) Add the prefix *en-* to the words in the box and complete the sentences with correct forms of the words.

able • large • joy • circle • courage • rich

1. I really ... that film about alternative resources of energy.
2. The government voted to ... the national park area.

3. We believe preserving environmental balance ... the quality of life.
4. This software will ... us to track some animal species.
5. The council is ... the protection of the wildlife.
6. The nuclear plant is ... by a high fence.

5. a) Work in pairs. Complete the column *Cause* with the information from the lesson. With your partner discuss possible effects of these environmental issues and make notes in column *Effect*.

Problem	Cause	Effect
1. climate change	...	...
2. pollution	...	...
3. nuclear waste	...	...
4. waste	...	...
5. deforestation	...	...
6. animal extinction	...	...

b) Use the table to tell your class about environmental issues.

LESSON 2. Climate change

Communicative area: speaking about climate change, speaking about unreal past (lost opportunities)

Active grammar: Conditional III

Active vocabulary: greenhouse effect, global warming, carbon footprint, carbon dioxide, to be absorbed, to be released, fuel, emission, to melt, to rise, to reduce, to increase

1. Work in pairs and answer the questions.

What is your favourite season?

What kind of weather do you like?

Do you think the weather is changing? If yes, can you give any examples?

Do you know about any countries that have suffered extreme weather conditions recently?

2. a) Look at the picture. Try to explain it.

b) Read the introduction to the quiz about climate change and check your idea.



This is a carbon footprint. It's the term used to describe the number of gases produced by people's activities and released into the atmosphere. The gases include CO₂ (carbon dioxide), methane, nitrous oxide, etc. Do the quiz to see how much you know about climate change and people's impact on the environment.



c) Answer the questions in the quiz. Check your answers on page 92.

- Where does the Earth get energy to keep warm?
 - from the world ocean;
 - from the Sun;
 - from the Moon.
- When there is too much heat on the Earth...
 - some of it should be **released** back into space;
 - all of it must be absorbed by the Earth;
 - it stays in the upper layers of the atmosphere.
- What might happen if there is too much carbon dioxide in the atmosphere?
 - the gases won't let the heat reach the Earth and the temperature will go down;
 - the gases will trap the heat creating the greenhouse effect and **increasing** world temperatures;
 - the gasses will lower the sea level and **reduce** marine biodiversity.

4. The biggest amount of carbon dioxide is released into the atmosphere...
 - a) when it rains;
 - b) when **fuel** is burnt;
 - c) when plants grow.
5. The main way carbon dioxide is **absorbed**...
 - a) by some animals species to breathe;
 - b) by plants and phytoplankton for photosynthesis;
 - c) by factories to produce cars.
6. If the world temperature **rises** too much, one of the most dramatic results of global warming will be that:
 - a) some areas will actually get forever cold making them uncomfortable to live in;
 - b) warmer weather all over the world will boost tourism;
 - c) glaciers will **melt**, the sea level will rise and a lot of coastal regions will drown.
7. Some scientists say we wouldn't have damaged the environment so much if...
 - a) we had invested more money in agriculture;
 - b) we hadn't started the Industrial Revolution in the 18th century;
 - c) we had made the **emissions** of greenhouse gasses go into the outer space.
8. If the climate changed enough, ...
 - a) a lot of areas would become unbearably hot, which would lead to animal and people extinction;
 - b) the Earth would lose all of its liquid water supplies;
 - c) we could try to do the same with other planets to make them suitable for living.

d) Which of the words in bold means...

1. to go up?
2. to turn from ice and snow into water?
3. to be gradually taken in?
4. to cause a gas to leave an enclosed area and enter the surrounding area?
5. a substance which is used to provide heat or power, usually by being burnt?

6. to make smaller?
7. to allow a substance to go out?
8. becoming larger?

e) Use these word combinations to explain the term *climate change*.



The Sun's energy, be absorbed, trapped in the atmosphere, carbon dioxide, be released, burn fuel, emissions of gases, the greenhouse effect, temperature rise, glaciers melt, reduce biodiversity, extinction of species.

3. a)  Read the conditional sentences. Which of them tells us about: 1) real future; 2) unreal present; 3) unreal past?

1. If the world temperature rises too much, one of the most dramatic results of global warming will be that glaciers will melt, the sea level will rise and a lot of coastal regions will drown.

2. Some scientists say we wouldn't have damaged the environment so much if we hadn't started the Industrial Revolution in the 18th century.

3. If the climate changed enough, a lot of areas would become unbearably hot, which would lead to animal and people extinction.

b)  Match the sentences with the patterns below.



Conditional I = *If* + Present Simple / Continuous, *will* + Simple / Continuous Infinitive

Conditional II = *If* + Past Simple / Continuous, *would* + Simple / Continuous Infinitive

Conditional III = *If* + Past Perfect, *would* + Perfect Infinitive

c) Answer the questions.

1. What word do you always use in the main clause of the unreal conditional sentences?
2. What word do you always use in the conditional clause of the unreal conditional sentences?

3. Does the meaning of the sentence change if you change the order of the clauses?
4. Do you always put a comma between the clauses?
5. Which of the grammar structures tells us about lost opportunities?

4. Complete the sentences with the correct forms of the verbs to express lost opportunities.

1. If industries (not / increase) releasing greenhouse gases into the atmosphere, the greenhouse effect (not / start) to build up.
2. If humans (not / release) fewer CFCs into the atmosphere, the ozone layer (not / become) depleted.
3. If humans (not / cut down) so many trees for fuel, they (not / release) so much pollution into the air.
4. If humans (not / cut down) so many trees, the forests (absorb) more carbon dioxide by now.
5. If rain and snow (not / start) mixing with acids, the problem of the acid rain (not / appear).
6. Humans (not / make) such a great impact on the environment if they (not / produce) such an amount of greenhouse gases.

5. a) Work in pairs. Use the chain of events to speak about lost opportunities. Take turns.

Example: If humans haven't developed, they wouldn't have made progress.

Humans developed – humans made progress – they moved to cities – industries developed – cities grew in population – cities grew in size – people needed more electricity, cars and other products – industries grew – more fuels were burnt – more greenhouse gases were produced – more heat was accumulated in the atmosphere – the temperature of the Earth rose – humans damaged the Earth – humans became an endangered species.

b)  Individually, write down the chain of events, using Conditional III.

6.  Write a paragraph explaining the threats of climate change.

LESSON 3. Animals in danger

Communicative area: speaking about endangered species and the importance of conservation

Active vocabulary: apes, humans, rare, habitat, poachers, conservation

1. a) Look at the photos of some animal species. Match them with their names. Check your answers on page 92.



a) an orang-utan; b) a gorilla; c) a chimpanzee (chimp); d) a gibbon.

b)   Listen and check. Listen again and repeat the names.

c) What do these animals have in common?

2. a) Take a look at the picture. What kind of species is missing? Read the article and find out why all of these species are shown as fingers of one hand in the picture.

Apes are tailless primates that have the closest genetic relationship to **humans**, who are categorised zoologically as members of the ape family. Apes (including humans) have a brain that is larger and more complex than other primates, which makes them capable of conscious intellectual activity such as thinking,



reasoning, or remembering and also of learning a language. Genetically, there is only a two-per cent difference between humans and apes – they laugh when they are tickled, and they cry like we do, too. Great apes are very **rare** and humans could soon be responsible for killing them off forever.

Over the last 20 years, the rainforests in central Africa – **habitats** of Great Apes – have been steadily cut down. Huge logging (*лесогазовительные*) companies have moved into the area and they pay local hunters to provide their workers with “bush meat”. It is actually illegal in most African countries. But, in the Congo Republic alone, around 600 gorillas and 3,000 chimpanzees are killed every year. Apes are not just killed for their meat. In some parts of Central Africa, it is believed that parts of the bodies of chimpanzees and gorillas have magical powers. Dried gorilla hands are sold in markets because they are said to make children grow strong.

However much we care for animals, there is no simple solution to these problems. In the African market, a gorilla carcass sells for about £20 and the hands for about £1 each. A baby chimpanzee can be sold for up to £40. This is a small fortune for **poachers**. They kill rare animals because they are poor and need money. In some countries, poachers are educated and turned into **conservation** workers.

b) Match the words below with their definitions.

1. rare; 2. poachers; 3. conservation; 4. apes; 5. humans; 6. habitat.

- a) people who catch and kill animals illegally;
- b) not often found on earth;
- c) the protection of plants, animals, and natural areas, esp. from the damaging effects of human activity;
- d) the natural surroundings in which an animal or plant usually lives;
- e) gorillas, chimpanzees or orang-utans;
- f) people.

c) Don't look at the article. In pairs, try to remember what the article says about these things.

1. genetic relationship;
2. a two-per cent difference;

3. killing them off;
4. habitats of Great Apes;
5. 600 gorillas and 3,000 chimpanzees;
6. magical powers;
7. £20, £1, £40;
8. they are poor and need money.

d) Check with the text of the article. Were your answers correct?

e) What makes apes endangered species?

3. Read the interview of Prince Harry, the Duke of Sussex, with the world's most famous primatologist, conservationist and campaigner Dr Jane Goodall. Complete it with the words from the box.

species • environment • humans • issues •
footprint • conservation

Prince Harry: Jane, you've been known first and foremost as a world-famous primatologist, but moved at some point to focus on people and the human ... around conservation. When did that happen and why?

Dr Jane Goodall: It happened in 1986 – I helped to organise a conference to bring scientists together to learn about comparative chimp behaviour in different environments. We had a session on ... and on conditions in medical research labs, which was a total shock. I couldn't sleep after that. I went as a scientist and left as an activist, a spokesperson for the ... and for animals.

Prince Harry: You have extreme empathy for all animals, especially primates, and have strong connection with them. What have you learnt from studying chimpanzees?

Dr Jane Goodall: The main difference between chimps and ... is we developed a spoken language. I can tell you about things you haven't seen, and you can tell me about things – we can discuss our different viewpoints. So, how is it possible that the most intellectual creature that's ever walked on the planet is



destroying our only home? And we are now making decisions, not based on “How will this affect future generations?” but “How will this affect me, now?” We’ve become materialistic, greedy, and that’s spread through the world.



Prince Harry: We are the one ... on this planet that seems to think that this place belongs to us, and only us.

Dr Jane Goodall: It’s crazy to think we can have unlimited economic development on a planet with limited natural resources. There’s a lot of violence and war and suffering around the world today, but we’re part of the natural world, and if we can’t learn to live in harmony with it, then this is going to get worse.

Prince Harry: How do you remain hopeful?

Dr Jane Goodall: First of all, youth. Second, this amazing intellect. We’ve done a lot of damage with our intellect, but we’ve got better and with better clean, green energy, each one of us will be able to leave lighter ecological Next comes the ability of nature to return to its original state. The last reason for hope is the indomitable (*неукротимый*) human spirit.

Adapted from vogue.co.uk

4. In pairs discuss whether you agree or disagree with the statements below. Justify your choice.

1. Apes are valuable not only for the biodiversity of the planet but also for scientists to learn more about the evolution of human species.
2. Conservation must be the main priority of humans.
3. Poachers wouldn’t hunt endangered animals if they had better living conditions.
4. The greenhouse effect will destroy humans’ habitat and they will become extinct.
5. There is nothing wrong with the footprint we leave on the environment – the nature will heal itself.

5.   Visit [conservation.org](https://www.conservation.org). Find out about the projects that are being done at the moment and choose the one you think is the most important. Write a paragraph explaining why you would like to join it.

LESSON 4. The materials economy

Communicative area: talking about consumerism and its effect on the environment; speaking about unreal conditions and results

Receptive grammar: mixed Conditionals

Active vocabulary: crucial, consume, landfills, contamination, renewable, reuse, recycle, biodegradable

1. a) Look at the photo. What do you think is happening?



Black Friday is the day when a number of shops make special offers and make big discounts on electronics, toys, clothes and other things.

- b) Is the situation typical for your country? Why (not?)

2.   Listen to the programme about the materials economy. Put the stages in the correct order. Why is this system described as *linear*?

1. 2. 3. 4. 5. 

Distribution • Disposal • Extraction •
Production • Consumption

3. a) Read the words from the news with their definitions. Use the words to complete the questions below.

Crucial – of a decision or event in the future – extremely important;

Consume – use (fuel, energy or time), especially in large amounts;

Landfills – places where rubbish is buried;

Contamination – pollution;

Renewable – which will never run out;

Reuse – use again;

Recycle – collect waste to produce useful materials which can be used again;

Biodegradable – materials, chemicals, etc. that are biodegradable are changed naturally by bacteria into substances that do not harm the environment.



1. What type of ... is the most serious: land, air or water?
2. Are fossil fuels a ... energy source?
3. Which waste can we ... , and which can be ...?
4. Do you know what happens to the nuclear waste ...?
5. How can ... packaging help the environment?
6. Is it ... that people start thinking about environmental issues?
7. What happens if people don't change the way they ... products?

b) In pairs, answer the questions above.

4. a)  **Match the four sentences from the news with the following patterns.**

- a) past condition – past result;
 - b) past condition – present result;
 - c) present condition – past result;
 - d) present condition – present (or future) result.
1. If we hadn't used so many of them, the planet wouldn't be in crisis.
 2. If people hadn't been producing so much waste for years, the climate wouldn't have changed so badly.
 3. If people were fully aware of their impact, they probably wouldn't have gone so far in extracting raw materials.
 4. If we used renewable resources and if people became more educated consumers, we could dramatically reduce our carbon footprint and increase the chances to save our planet.

b) Answer the grammar questions.

Which of the sentences from the text are pure Conditionals (Conditional II and Conditional III)? Which of them are mixed Conditionals? Translate the sentences into your language. What is the difference in the grammar between the original and the translation?

5. a)   Listen to the programme again. Take notes on how a circular system can help to save the planet.

b) Compare your notes with your partner. Share with the whole class.



6. Work in groups. How can we make people change their consumption habits? Think of some ways to make people more educated in the way they buy, consume and throw away things.

LESSON 5. Problems and solutions

Communicative area: discussing environmental issues in different countries of the world and possibilities of solving the problems

1. a) Have you been to any of the following countries? Guess what these countries have in common.

Denmark
Luxembourg
Switzerland
the United Kingdom

France
Austria
Finland

Sweden
Norway
Germany

They are the world's ten most green, clean air, climate-conscious countries according to the 2020 Environmental Performance Index (EPI) developed by Yale University (Yale Center for Environmental Law and Policy) and Columbia University (Center for International Earth Science Information

Network) in collaboration with the World Economic Forum and the Joint Research Centre of the European Commission. The index grades each country: 180 in all from Albania to Zimbabwe, on 32 key sustainability indicators.

b) What countries do you think are the dirtiest in the world? Why?

Liberia, Myanmar, Afghanistan, Sierra Leone, Côte d'Ivoire, Guinea, Madagascar, Chad, the Solomon Islands, Burundi, Haiti.

2. a) Work in groups of three. Read the articles (Student A reads text about the USA; Student B – Australia; Student C – Belarus). Each student prepares to answer three questions.

1. What are the crucial environmental issues the country is facing?
2. How do they affect the biodiversity of the country?
3. What actions does the government take to change the situation for the better?

Student A

The USA, Rank 24. In the last years, the USA has been facing record-breaking temperatures leading to the biggest threats to some endangered species. One of these is the vaquita porpoise (*калифорнийская морская свинья*) with a population of a dozen individuals remaining. The government failed to protect them from poachers and illegal fishing, putting the vaquitas at risk of becoming extinct in the near future.



Despite the rising awareness of the problem and a great number of climate activists, there is little chance for climate change to slow down as the amount of greenhouse gas emissions reached a record high. Apart from that, toxic chemicals PFAS, which are linked to numerous diseases, have been found in soil, food and water. Millions of Americans are believed to be drinking water contaminated with PFAS.

On the other side, a lot of action has been taken to reduce plastic pollution. The California Circular Economy and Plastic

Pollution Reduction Act aims to make the manufacturers and sellers responsible for reducing the amount of waste and making the rest biodegradable or recyclable. If the plan succeeded, plastic waste could be reduced by 75 per cent by 2030.

Student B

Australia, Rank 13. Global warming, deforestation, agriculture clearing and overgrazing (*чрезмерный выпас скота*) are threatening to the biodiversity of Australia.



Record heat and drought across Australia caused widespread bushfires that destroyed natural habitats of many species, adding 40 of them to the list of endangered species. Extreme temperatures led to river draining and mass fish deaths in the Murray-Darling Basin in the south-east of Australia.

Clearing activities for agricultural land and deforestation led to land degradation. It may result in famine, forced migration and even war. Intensive agriculture is affecting Australia's coastline as each year almost 19,000 tonnes of phosphorus and 141,000 tonnes of nitrogen are released into rivers flowing to the coast.

Although Australia's economy and population are growing faster than in most other developed countries, the country plans to reduce emissions, increase energy productivity and improve the health of soils and the environment by 2030 through Direct Action policies. The \$2.55 billion fund is going to invest in low emission technologies development and other action taken by businesses and the community.

Student C

Belarus, Rank 49. According to the rating, Belarus does really well in protecting ecosystems and endangered species. Specially protected natural areas play a crucial role in protecting the biodiversity of the country. About 9 per



cent of the country's area is natural reserves, parks and wildlife sanctuaries, and the areas continue to grow.

Unfortunately, the ecological situation leaves much to be desired as Belarus is one of the countries which suffered from the consequences of the Chernobyl catastrophe. About a million people still live in the areas affected by the radioactive contamination and nearly 10 per cent of Belarusian territory is polluted by caesium-137. The environment of the country will continue to be negatively influenced in the future.

Belarus lags behind other European countries in managing waste disposal. About 1500 types of waste are produced in Belarus and most of it is sent to landfills. However, the government has taken some steps in improving the situation. Private businesses are now involved in creating a new cycle of waste management. Containers for collecting paper and plastics were placed in the streets and advertising campaigns were run to promote reusing and recycling materials. All of these contributed to doubling of the recycling rate which is now around 23 per cent.

b) Work in groups. Use the questions in ex. 2a to share your information to speak about the environmental issues in the USA, Australia and Belarus.

c) Discuss which of the issues are the most serious for the countries. Do you think that the actions taken by the government were effective? If yes, explain why. If no, say what you think should have been done.

3. Role-play a meeting of the Environment Protection Committee. Environmental activists present their ideas on how to improve the ecological situation in the country. The members of the committee have a limited budget and they need to choose which environmental projects to invest in this year. Follow the steps below.

Step 1. Assign roles. Three students are the members of the committee, the others are environmental activists.

Step 2. Prepare. The activists should choose one environmental issue which they think is the most crucial in their countries. They need to think of a way to solve it and then try to persuade the committee to finance their project. The committee members must decide which criteria they are going to use to make their final decision and what questions they may ask to make sure they have all the necessary information.

Step 3. Act out. Activists present their projects. The committee members listen, make notes and ask the activists to clarify any details. Then the committee must make their choice explaining why they think it should win.

Step 4. Give feedback. Comment on what ideas you support and which of them you disagree with. Say if you agree or disagree with the decision of the committee members and motivate your answer.



4.  Find information about successful strategies to improve the ecological situation. Write a paragraph about the ones you think are suitable for your country.

LESSON 6. Make a difference

Communicative area: speaking about the importance of protecting the environment

Receptive grammar: Conditional III and wishes and regrets

1. Read about Greta Thunberg. How did she become famous all over the world?

Greta Thunberg (born 3 January, 2003) is a Swedish environmental activist who is well known for promoting the international movement to fight climate change. She attended the key climate conferences including the UN climate conference in 2019 where she addressed the adults

in authority: “How dare you?

I shouldn’t be up here. I should be back in school on the other side of the ocean, yet you all come to us young people for hope. How dare you?”. She was on the cover of Time Magazine as the Person of the Year.



2. a)   Listen to the interview of a British teenager talking about her contribution to saving endangered species. What did she do?

b)   Listen again. How does she feel about Greta Thunberg's activism? Do you agree with her?

c) Work in pairs. Answer the questions.

1. Do we need to take action to save our planet? Why (not?)
2. Do you think it is necessary to promote protecting the environment? Why (not?)
3. Do you know any organisations that help to protect and save the nature? Would you like to join them?
4. Is it possible to contribute to helping the environment without investing a lot of money or completely changing your lifestyle? Give examples to justify your answer.

3. a)  Read two sentences from Leah's interview. Compare the grammar structures in the sentences.

If only I'd started much earlier.

If I'd started a couple of years ago, I **could've done** much more to help those in need.

b)  Change the regrets below into Conditional III sentences to speak about lost opportunities / unreal past.

Example: *I wish I had done my homework yesterday. – If I had done my homework yesterday, I wouldn't have failed the test.*

1. If only dinosaurs hadn't become extinct.
2. I wish people hadn't destroyed so many forests.
3. I wish carbon dioxide emissions hadn't been so big.
4. If only the biodiversity of the Amazon hadn't been reduced.
5. If only human population hadn't grown so much.
6. I wish poachers hadn't killed so many rare animals.
7. If only people hadn't polluted the water in the oceans and seas.
8. If only humans had started thinking about environment at the times of the Industrial Revolution.

c) Read your sentences to your partner. Do you have similar ideas?

4. a) Read the quotation of Dr Jane Goodall. Can you explain the meaning?

You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.

b) Match the actions (numbers) with the reasons (letters).

1. Say “no” to plastic bags whenever possible.
 2. Fit at least one energy-saving light bulb.
 3. Learn basic first aid.
 4. Smile and smile back.
 5. Turn off appliances at the mains.
 6. Recycle your mobile phone.
 7. Spend time with someone from a different generation.
 8. Give your change to charity.
 9. Try watching less TV.
 10. Turn off unnecessary lights.
 11. Put your gum in the bin.
 12. Do something you think you are unable to do.
 13. Recycle your books.
- a) **Why?** You could save someone’s life!
 - b) **Why?** People in other countries can use them and they pollute landfill sites.
 - c) **Why?** People’s mood is based on how they get treated.
 - d) **Why?** They see the world differently and they want to know how you see it.
 - e) **Why?** It can make you turn off from reality – get your own back!
 - f) **Why?** Saves paper, shares words.
 - g) **Why?** Many plastic bags can take up to 500 years to break down when buried.
 - h) **Why?** You never know who you are until you try stretching your limits.
 - i) **Why?** In the UK we buy about 1,000 million packets of chewing gum a year and it costs £150 million to clean up.
 - j) **Why?** It all adds up. It makes the world the way you want it.

- k) **Why?** They use just one quarter of the electricity that the ordinary kind do.
- l) **Why?** A TV, Video and DVD on standby still use up electricity.
- m) **Why?** Because they burn up the earth's resources for no purpose whatsoever.

c) Work in pairs. Decide which of the actions above: 1) would change the way we use the world's resources; 2) you couldn't ever imagine doing; 3) would cheer up the world.

d) Work in small groups. Answer the questions below.

1. Are some actions easier to carry out than others? 2. Which actions appeal to you and why? 3. If you could imagine a million people doing something together, changing the world, what would it be?

LESSON 7. Think globally, act locally

Communicative area: speaking about small actions that can change the world

1. Discuss the questions with your partner.

- 1. Who is responsible for global warming and climate change?
- 2. What do they do to cause environmental problems?
- 3. Is it possible for them to change the way they live or work in order to deal with the issues? Why (not)?

2. a) Work in pairs. Answer the questions below. Report to the class.

When you get up in the morning, do you have a bath or a shower? Do you drink coffee or tea for breakfast? Do you watch TV, listen to the radio, turn on your computer, dry your hair or iron your clothes before going to school? How do you get to school? Do you like to chew some chewing gum on the way to school? What do you do with it when it loses its flavour? When you come to school, do you have to turn on the light in the

classroom? Are there a lot of trees around your school? How many notebooks are you using this year? How many books? How quickly are you growing up? Can you still wear your last year's clothes? What about your classmates? What do you do with the clothes when you grow out of them? Do you wear a fur coat in winter? When you buy things, where do you put your shopping? How many plastic bags does your family use a day?

b) Read the environmental fact file. How are these facts connected with the questions in ex. 2a?

1. Fifty-seven per cent of a raw coffee bean is not needed. The waste pulp gets thrown in rivers causing pollution. Growing coffee causes deforestation and soil erosion too. Clearing trees to grow coffee reduces the number of birds in an area by per cent.
2. In central London 40 thousand cars every hour use the roads, causing pollution.
3. The pile of rubbish at New York's Fresh Kills Landfill was so big that it could be seen from outer space.
4. Every year around 2 million sea birds die after eating or being tangled up in thrown away plastic.
5. Recycling one aluminium can saves enough energy to power a TV for three hours.
6. Animals are killed each year on farms and in the wild by electrocution, drowning, trapping or beating to provide fur for humans.
7. It costs around £150 million to clean gum off the UK streets. Chewing gum is illegal in Singapore.
8. A single tree will absorb one ton of carbon dioxide over its lifetime.

c) Can you think of any more questions that will make you think about environmental issues?

3. a) Read about the four R's. Match the rules on the left to their explanation on the right.

If you ever thought about going green, "doing your bit" to reduce the carbon footprint, living environmentally friendly, there is a simple way to do that. It is called the four R's of green living, namely Recycling, Reusing, Repurposing, and Reducing.

By understanding what they are and implementing them in your lifestyle you can contribute to slowing down global warming and save a lot of money.

1. Recycling	a) Instead of simply throwing something away you keep it, fix it and try to use it for a longer period of time.
2. Reusing	b) Using less water, electricity, paper, etc.
3. Repurposing	c) The process of converting waste material into materials that can be used for other purposes.
4. Reducing	d) Instead of throwing something away because it can no longer serve its original purpose you keep it and think up a new way to use it.

b) What can we do to stop or at least reduce the amount of damage we bring to the environment? Find appropriate endings for the beginnings.

Recycle ...

Reuse or repurpose ...

Reduce ...

1. all spent natural resources to reduce more fresh consumption;
2. consumption of natural resources;
3. emission of carbon dioxide into the atmosphere;
4. all recycled materials to reduce the demand;
5. all used materials with the available technologies;
6. deforestation;
7. all materials made with trees / plants for their conservation;
8. human activities causing pollution of water, air, forests and soil;
9. consumption of energy to reduce pollution and exploitation of nature;
10. all wasted / spent natural materials to reduce their consumption;
11. all used materials made with trees / plants to reduce deforestation.

c) Work in pairs to discuss what you personally can do in each case. Compare with your classmates.

4. a) Imagine you were given a chance to place an advertisement where a lot of people will see it. Work in small groups and think what to say there to attract people's attention to environmental issues and motivate them to follow the four R's rule.

b) Present your advertisements to the class.

LESSON 8. Dreamer

Communicative area: speaking about solutions to environmental problems; expressing opinion; expressing complex ideas

Receptive grammar: participial constructions

1. Read about Live Aid concerts. How were they connected with environmental issues? Were they a success?

Live Aid was a concert held on 13 July 1985. The event was organised by Bob Geldof and Midge Ure as a charity to help the people of Ethiopia. Five Ethiopian provinces received record low rainfalls in those years, which led to drought and crop failure.



Promoted as a global event, the concert was held at the same time in Wembley Stadium in London, United Kingdom (attended by 72,000 people) and John F. Kennedy Stadium in Philadelphia, United States (attended by about 100,000 people). On the same day, concerts inspired by the initiative happened in other countries, such as Australia and Germany. Watched live by 1.9 billion people, it was one of the largest-scale satellite link-ups and television broadcasts of all time. Such famous musicians as Mick Jagger and David Bowie, Pink Floyd and Queen, Madonna

and Paul McCartney took part in the concerts. Phil Collins performed at both stadiums, flying from the UK to the US by Concorde.

Talking about the event in 2001, one of the organisers stated that while initially it had been hoped that Live Aid would raise £1 million, the final figure was £150 million. His effort highly recognised, Geldof received an honorary knighthood.



2. a)   **Ozzy Osbourne was one of the participants of the Live Aid concert in the USA. Listen to his song *Dreamer*. Choose the best summary for the song:**

A. He likes dreaming.

B. He dreams of a better world.

C. He is worried about the planet.

b)   **Fill in the missing words. Listen and check yourselves.**

dreaming • hoping • gazing (looking) • fighting •
wondering • watching

Dreamer

... through the window at the world outside,
... : “Will mother earth survive?”
... that mankind will stop abusing¹ her sometime.

After all, there's only just the two of us
And here we are, still ... for our lives,
... all of history repeat itself time after time.

I'm just a dreamer,
I dream my life away.
I'm just a dreamer
Who dreams of better days.

I watch the sun go down like everyone of us,
I'm hoping that the dawn² will bring a sign³,

A better place for those who will come after us ... this time.

I'm just a dreamer,
I dream my life away, oh yeah.

I'm just a dreamer,
Who dreams of better days.

Your higher power – maybe God or Jesus Christ –
It doesn't really matter much to me.

Without each other's help there is no hope for us.
I'm living in a dream of fantasy,

Oh yeah, yeah, yeah.

If only we could all just find serenity⁴
It would be nice if we could live as one...
When will all this anger, hate and bigotry⁵ be gone?

I'm just a dreamer,
I dream my life away
Today.
I'm just a dreamer
Who dreams of better days,
Okay.
I'm just a dreamer
Who's searching for the way
Today
I'm just a dreamer,
... my life away
Oh yeah, yeah, yeah.

¹ **abuse** – жестоко обращаться; неосторожно пользоваться чем-л.

² **dawn** – рассвет, утренняя заря

³ **sign** – знак; знамение

⁴ **serenity** – безмятежность, спокойствие

⁵ **bigotry** – фанатизм; нетерпимость

c) Work in pairs. Explain the meaning of the highlighted sentences. Share your ideas with the class.

d)  Which grammatical structures show that the singer is a dreamer?

3. a)  Look at the sentences from the song. See how the structure of the sentences changes from line to line. Does the change of the structure change the meaning? Which of the versions is / are more suitable for speaking, and which – for writing?

I am just a dreamer. I dream my life away.

I am just a dreamer who dreams his life away.

I am just a dreamer dreaming my life away.

- b)  The words you filled in the song in ex. 2b are present participles. Match the columns below:



Present Participle (Participle I)

Past Participle (Participle II)

V₃

V_{ing}

Which of the participles has a passive meaning?

- c)  Study the examples below. Why is one of the sentences crossed out? What clauses do we call misrelated?

*There were hundreds of seabirds there **dying in the oil spill**.* (What was there? – Seabirds. Who was dying in the oil spill? – Seabirds.)

*Most of the waste **produced by people** can be recycled.* (What can be recycled? – Waste. What is produced by people? – Waste.)

~~***Looking out of the plane window**, there was a huge oil spill on the surface of the ocean.*~~ (Who was looking out of the window? – Someone. What was there on the surface of the sea? – An oil spill. This participle clause is misrelated. The subject of the participle clause does not relate to the subject of the main clause – the clauses have different subjects.)

***Judging from the statistics**, about 80% of the rainforest have been destroyed in Borneo in the last 30 years.* (What has been destroyed in Borneo? – The rainforest. Who is judging from the statistics? – The speaker. Though the participle clause is misrelated, it is OK, because it expresses the speaker's opinion.)

- d)  Find examples of participle clauses in ex. 1. Which of the clauses has its own subject? What are the subjects of other clauses? Read the rule on page 304. Check your answers.

4. a) Match the participle clauses expressing the speaker's attitude with the appropriate endings.

1. Generally speaking,
 2. Judging from the statistics,
 3. Considering the human impact on the environment,
 4. Supposing there was no fresh water,
 5. Taking everything into consideration,
- a) our future looks very sad.
 - b) how would the humanity survive?
 - c) very few people in the world are really worried about the future of the planet.
 - d) more and more rainforests are destroyed every year.
 - e) people should take immediate action to save the Earth.

b) Work in pairs. Do you agree with the statements above?

5. a) Change the underlined phrases in the song in ex. 2b into participle clauses.

b)  Find and sing the song along with Ozzy Osbourne.

c) If Live Aid events were held this year, would you like to go? Who would you like to hear singing in the concerts?

LESSON 9. Sound of thunder

Communicative area: inferring meaning from context; discussing the impact of the humanity on the environment

1. a) Look through the words below. What do you think the story is about?

future • safari • past • dinosaur • time machine •
past • path • careful • change • butterfly • thunder

b)   Listen to the story. Follow in the book. Check your predictions.

Sound of thunder (abridged)

after Ray Bradbury

The sign on the wall burned in the darkness:

TIME SAFARI, INC.
SAFARIS TO ANY YEAR IN THE PAST.
YOU NAME THE ANIMAL.
WE TAKE YOU THERE.
YOU SHOOT IT.

“Does this safari guarantee I come back alive?”

“We guarantee nothing,” said the official, “except the dinosaurs.” He turned. “This is Mr Travis, your Safari Guide in the Past. He’ll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there’s a stiff penalty of another ten thousand dollars plus possible government action on your return.”

“Hell and damn,” Eckels breathed, the light of the Machine on his thin face. “A real Time Machine.” He shook his head. “Makes you think. If the election had gone badly yesterday, I might be here now running away from the results. Thank God Keith won. He’ll make a fine President of the United States.”

“Yes,” said the man behind the desk. “We’re lucky. If Deutscher had gotten in, we’d have the worst kind of dictatorship. There’s an anti-everything man for you, a militarist, anti-Christ, anti-human, anti-intellectual. People called us up, you know, joking but not joking. Said if Deutscher became President, they wanted to go live in 1492. Of course, it’s not our business to conduct escapes, but to form Safaris. Anyway, Keith’s President now. All you got to worry about is ...”

“Shooting the dinosaur,” Eckels finished for him.



“A *Tyrannosaurus Rex*. The Tyrant Lizard, the damnest monster in history. Sign this release. Anything happens to you, we’re not responsible. Those dinosaurs are hungry.”

They moved silently across the room, taking their guns with them, toward the Machine.

First a day, then a night and then a day and then a night, then it was day-night-day-night-day. A week, a month, a year a decade! A.D. 2055. A.D. 2019, 1999! 1957! Gone! The Machine roared.

The Machine slowed; its scream fell to a murmur. The Machine stopped.

The sun stopped in the sky.

“Christ isn’t born yet,” said Travis. “Moses has not gone to the mountain to talk with God. The Pyramids are still in the earth, waiting to be cut out and put up. Remember that, Alexander, Caesar, Napoleon, Hitler – none of them exists. That” – Mr Travis pointed – “is the jungle of sixty million two thousand and fifty-five years before President Keith.”

“And that,” he said, “is the Path, laid by Time Safari for your use. Its purpose is to keep you from touching this world of the past in any way. Stay on the Path. Don’t go off it. For any reason! If you fall, there’s a penalty. And don’t shoot any animal we don’t okay.”

“Why?” asked Eckels.

“We don’t want to change the Future. Not knowing it, we might kill an important animal, a small bird, a flower even, thus destroying an important link in a growing species. Say we accidentally kill one mouse here. That means all the future families of this mouse are destroyed, right? And all the families of the families of that one mouse! With a stamp of your foot, you annihilate first one, then a dozen, then a thousand, a million, a billion possible mice!”

“So what?”

“Well, what about the foxes that’ll need those mice to survive? For want of ten mice a fox dies. For want of ten foxes, a lion starves. Fifty-nine million years later, a cave man goes hunting sable-tooth tiger for food. But you, friend, have stepped on all the tigers in that region. By stepping on a single mouse. So the cave man starves. And the cave man is an entire future

nation. Destroy this one man, and you destroy a race, a people, an entire history of life. Step on a mouse and you crush the Pyramids. So be careful. Stay on the Path. Never step off!”

“Of course maybe our theory is wrong. Maybe Time can’t be changed by us. Or maybe it can be changed only in little subtle ways.”

“How do we know which animal to shoot?” “They’re marked with red paint. We kill animals with no future that are never going to mate again. You see how careful we are?”

Out of the silence of the jungle, with a sound of thunder, *Tyrannosaurus Rex* appears. The Tyrant Lizard is so huge and horrible that Eckels gets shocked and scared. He decides to return to the Machine. On his way back, without knowing it, he runs off the Path and walks on the grass. Finally, he finds his way to the Machine. The others kill the dinosaur and come back too.

Travis came walking, glanced at Eckels. “This son of a bitch nearly killed us. But it isn’t that so much. Hell, no. It’s his shoes! Look at them! He ran off the Path. God knows what he’s done to Time, to History!”

1492. 1776. 1812. 1999. 2000. 2055.

The Machine stopped.

The room was there as they had left it. But not the same as they had left it. ... There was a feel. What sort of world it was now, there was no telling.

But the immediate thing was the sign painted on the office wall, the same sign he had read earlier today on first entering.

Somehow, the sign had changed:

TYME SEFARI INC.
SEFARIS TU ANY YEER EN THE PAST.
YU NAIM THE ANIMALL.
WEE TAEK YU THAIR.
YU SHOOT ITT.

Eckels felt himself fall into a chair.

“Not a little thing like that! Not a butterfly!” cried Eckels. It fell to the floor, an exquisite thing, a small thing.

“Who – who won the presidential election yesterday?”

The man behind the desk laughed. “You joking? You know damn well. Deutscher, of course! Who else?”

Eckels dropped to his knees. He scrabbled at the golden butterfly with shaking fingers. “Can’t we take it back, can’t we make it alive again? Can’t we start over? Can’t we ...”

He did not move. He heard Travis shift his rifle.

There was a sound of thunder.

2. a) Work in pairs. Answer the questions below.

1. What year is it? What country?
2. What year do the characters in the story travel to? What for?
3. How much does the safari cost?
4. How much is the penalty if you break the rules?
5. Are the characters of the story happy with the results of the recent elections?
6. Why can’t the hunters step off the Path?
7. What animals can they shoot?
8. What happens during the hunt?
9. Are there any changes in the world they come back to?
10. What would have happened if Eckels hadn’t stepped on the butterfly?
11. Explain the title of the story.
12. What do you think the term *butterfly effect* means?

b)   **Listen to the nursery rhyme. Follow in the book. Choose the correct idea(s) behind it.**

For Want of a Nail

For want of a nail the shoe was lost.
For want of a shoe the horse was lost.
For want of a horse the rider was lost.
For want of a rider the battle was lost.
For want of a battle the kingdom was lost.
And all for the want of a horseshoe nail.

1. It's used to explain people the possible events that may follow a thoughtless act.
2. It shows that small actions can result in large aftereffect.
3. The rhyme is thus a good illustration of the *butterfly effect*, a small change at one place can result in large differences to a later state.

c) Share your ideas with the rest of the class.

3. a) Read Ray Bradbury's quotes. Discuss their meaning with a partner. Compare with another pair.

There are worse crimes than burning books.
One of them is not reading them.

We are an impossibility in an impossible universe.

I don't try to describe the future. I try to prevent it.

b) Which of Ray Bradbury's quotes do you like most? Why?

4. a)   **Listen to the poem *Town and country air* by Celia Berrell.**

It's both town and country air
that we ultimately share.
So, polluting one, expect
to get a butterfly effect.

If the key to all our health
is to share in nature's wealth,
then we'd best invest a plan
to save our wildlife while we can.

b) How serious is the impact of the humanity on the environment? Use the story, the poem above and your own ideas to prove your point.

c) Learn the poem by heart.



SMALL ACTIONS CAN CHANGE THE WORLD

- 1** Work individually or in pairs. Study one of the environmental issues in detail. Think about its possible impact on the future of the planet. Outline a plan of action to make the impact as little as possible.
- 2** Prepare to speak about your personal contribution to the solution of the problem.
- 3** Present the problem and possible ways of solving it to the class. To make your presentation memorable use pictures, photos, diagrams, sounds, music, songs, etc.

Ex. 2c, page 62. 1. b; 2. a; 3. b; 4. b; 5. b; 6. c; 7. b; 8. a.

Ex. 1a, page 66. a) 1. b; 2. a; 3. d; 4. c;

c) they are primates, they have no tails, they are quite large with broad chests, they are quite intelligent and can use tools, etc.

4

UNIT

BRITAIN, AUSTRALIA, NEW ZEALAND

LESSON 1. The UK

Communicative area: asking for and giving information, expressing opinion

Active vocabulary: constituent unit, world heritage, to be on the (world) heritage list

1. Discuss with your partner: what associations first come to your mind when you think of the UK. What are they connected with: people, history, culture, music, films, literature, sport, food?

2. a) In pairs do the following quiz.

1. What is the full name of the country?
2. What is the difference between the UK, Great Britain and the British Isles?
3. Which of the following is (are not) part of the UK?
 - a) England;
 - b) Greenland;
 - c) Northern Ireland;
 - d) Scotland;
 - e) Wales.
4. What is the Union Jack?
5. Match these constituent units of the UK with their capitals. There are two times as many cities as you need:

1. England
2. Scotland
3. Wales
4. Northern Ireland

- a) Belfast
- b) Birmingham
- c) Bristol
- d) Cardiff
- e) Dublin
- f) Edinburgh
- g) Glasgow
- h) London

6. Who is the head of the state: the Prime Minister or the Queen?
7. What separates England from Europe?
8. How can you travel to the UK?
9. Which of the following world heritage sites are situated in the UK?
 - a) the Blue Mountains;
 - b) the Lake District;
 - c) the Giant's Causeway;
 - d) the ruins of Fountains Abbey;
 - e) the Great Barrier Reef.
10. How many of the British people live in towns and cities?
11. What are the two main political parties in the UK?
12. What royal house is reigning now in Britain?

b)   **Listen and check.**

3. a)  **Use the map of the UK to complete the table.**

Constituent unit	Mountains	Cities and towns	Rivers, channels, lakes
England	...	...	...
Wales	...	...	...
Scotland	...	...	...
Northern Ireland	...	...	...

b) Compare with your partner's variant.

4. In pairs describe a part of the UK using the following phrases:

There are such cities or towns as ...

It borders on ...

It is washed by ...

There you can find such mountains as ...

As for rivers and lakes, there you can find ...

5. Which part of the UK would you like to visit? Why?

LESSON 2. Exploring Britain

Communicative area: describing places, asking for and giving information

Active vocabulary: abundance, insight, mind-blowing, must-see, scenery, scenic, stunning, to be on the list

1. Discuss with a partner.

1. Do you have a bucket list of places you want to see before you are 30? What are they?
2. Where are they situated? Are there places from the UK?
3. If you visited the United Kingdom, what kind of places would you put on your must-see list (historical spots, museums, natural wonders, etc.)?

2. a) Read the following sentences. Discuss with your partner the meaning of the words and phrases in italics. Check with your teacher.

1. The Westminster Abbey deserves to be on everyone's list as a *must-see* attraction in London.
2. Your story is so amazing that I will definitely put going camping on my *bucket list*: I just have to try it before I am 20!
3. We took a new unknown *route* to the hotel and soon got lost in the city.

4. With breathtaking *scenery* and long winding roads, Dorset is a paradise for bikers. In the world there is an *abundance of* places to visit, so I should make a list of where to go first.
5. This place in the old part of the city was my secret *hideaway*: nobody could ever find me there and I was able to spend hours by myself.
6. This small English village became extremely famous as it *recreates* the atmosphere of a Harry Potter film.
7. I got more *insights* about the people from talking to them than from reading about them.
8. *Sustainable* use of natural resources is critical today if we want future generations to make use of them.

b) Use the words in expressions from ex. 2a to describe your travelling experiences.

3. Match the following adjectives to describe tourist destinations with their meaning. Which of them are synonyms?

1. awe-inspiring	a) unusually good and special; the only one of its kind
2. gorgeous	b) very exciting, shocking and strange
3. mind-blowing	c) making you feel great respect and admiration, and sometimes fear
4. remarkable	d) extremely beautiful or attractive; extremely pleasant and enjoyable
5. scenic	e) very impressive or beautiful
6. stunning	f) unusual in a way that surprises or impresses you
7. unique	g) providing beautiful views of nature

4. a) Match the pictures to the names of three British destinations. Which of them looks the most attractive to you and why? Share your ideas with your partner.

a) the Giant's Causeway, b) the Lake District, c) the Eden Project.



b) Read about these British tourist spots and answer the questions after the texts.

With so many stunning locations across Britain to visit, it's hard to make up your mind where exactly to plan your trip. We can suggest the UK's must-see beauty spots to add to your bucket list.

The Giant's Causeway

One of Northern Ireland's best-known attractions, the Giant's Causeway, north of Belfast, is a remarkable vast natural rock formation created millions of years ago by cooling lava. The basalt columns, protruding from the sea, make a majestic centerpiece – this whole area is a must-see. It is a popular road trip route, thanks to its cinematic cliffsides which drop off into the Atlantic Ocean. This scenery was frequently used in the hit TV series *Game of Thrones*. Thousands of basalt columns have various legends associated with them, the most famous involving a fight between giants from Ireland and Scotland. Climb atop the columns for stunning views of the Atlantic Ocean and keep your eyes open for all kinds of rare plants, butterflies, snails, and bees!

The Lake District

The Lake District National Park is in North West England. It is the largest National Park in the country and is considered one of its most scenic regions and England's best destination for hiking¹ and climbing. It is home to Scafell Pike, England's highest mountain, and Wastwater, the nation's deepest lake. The region has strong literary ties too, which can be explored at the World of Beatrix Potter attraction and at Dove Cottage, William Wordsworth's former home.

William Wordsworth and his Romantic friends were the first to praise the charms of the Lake District and it's not hard to see what excited them. The Lake District became a UNESCO World Heritage Site in 2017, recognising its long history of hill farming – but for most people it's the chance to hike and enjoy the gorgeous scenery that keep them returning year after year.

The Lake District National Park is famous for its stargazing too and is listed as a Dark Skies Discovery site. Known for its beauty and greenery the Lake District has an abundance of awe-inspiring scenery to view on the way.

¹ **hiking** ['haɪkɪŋ] – пеший туризм

The Eden Project

Looking like a cross between a lunar landing station and a James Bond hideaway, the gigantic hemispherical greenhouses of the Eden Project have become a symbol of Cornwall. Dreamt up by ex-record producer Tim Smit, Eden's glass-domed 'biomes' recreate major world climate systems in microcosm, from the lush¹ jungles of the Amazon rainforest to the olive and citrus trees, and colourful flowers of the Mediterranean, South Africa and Australia. More than just a huge, tropical garden, Eden is a gateway into the relationships between plants and people, and a fascinating insight into the story of mankind's dependence on plant life. Not only a mind-blowing visitor attraction, Eden is also fast-becoming a unique resource for education and knowledge towards a sustainable future.

¹ **lush** ['lʌʃ] – густой, пышный (о растительности)

c) Answer the following questions.

1. Which of the places
 - seem to you really stunning?
 - would you put on your must-see list?
 - is / are man-made?
 - is / are natural?
 - is / are remarkable for their connection with popular culture?
2. Where
 - can you get acquainted with the natural world of the UK? the world's plants?
 - can you go to try new activities?
 - would you like to go to have a class of history, literature, biology, other school subjects? Why there?

LESSON 3. British dos and don'ts

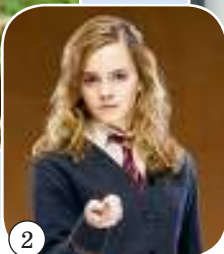
Communicative area: describing a national character, discussing British rules of behaviour

Active vocabulary: to boast, common sense, consideration, diligence, fair-play, to value

- 1. a) Look at the pictures and say what traits of the British character do these fictional characters represent.**



1



2



3

b) Discuss with your partner: how the following qualities can be represented in our behaviour. Match them to their synonyms or definitions.

1. common sense	a) attentiveness
2. consideration	b) careful and persistent work
3. diligence	c) honesty
4. fair play	d) good judgement
5. humour	e) one's space
6. informality	f) simplicity
7. privacy	g) wit

Which of them did you mention in your discussion?

2.   **You are going to listen to the radio programme dedicated to the British character. Read the introduction to the programme. What is peculiar about the UK?**

The United Kingdom of Great Britain and Northern Ireland (or the UK) is the country including England, Scotland, Wales and Northern Ireland. Each of these constituent nations have their national identities. People new to the United Kingdom often struggle to distinguish the cultural differences between England, Scotland, Wales and Northern Ireland. On the one hand, people across the UK speak the same language, use the same currency, have similar laws and policies. On the other hand, some customs and social expectations may vary between nations. Cultural differences are most visible in each country's individual history and heritage. The Scottish, Welsh and Irish can sometimes find England's predominance arrogant and may slightly dislike the English because of it. All four countries are influenced by the size, immensity, popularity and power of London.

3. a)   **Listen to the second part of the programme. What does the speaker say about differences between British people, the *middle class*? What national traits of character are mentioned?**

b)   **Listen to the recording again and mark the statements as true or false.**

1. British people are proud of the working class origin.
2. Aristocrats are looked up at, their status is highly valued.
3. The British like boasting about their social status.
4. The ability to go on in spite of the circumstances is appreciated.
5. British people believe in fair-play. They value hard work.
6. The British like complaining about their problems.
7. Criticism is rare.
8. The British can joke about anything. Their jokes are always light-hearted.
9. Sensibility and reason remain to be British national traits.
10. These days the face of the UK is multicultural with about 50 per cent of migrants.

4. Discuss the following British dos and don'ts. Say which of them are similar to usual Belarusian rules of behaviour, what the differences are.

Dos

- ✓ Make an effort to keep interactions polite and friendly. Rudeness is often remembered.
- ✓ Keep a balance on how direct you are and be careful with introducing difficult topics.
- ✓ The British are less likely to complain about smaller inconveniences in life, so try to be patient with such things as well.
- ✓ Control your anger or emotions as public displays of emotion are uncommon.
- ✓ If you want to criticise or ridicule¹ something that is not of a serious matter, it's best to use humour to do so.
- ✓ Acknowledge where a person is from in the UK (i.e. England, Scotland, Wales, Northern Ireland), but do not rely on stereotypes to distinguish them.

¹to ridicule ['rɪdɪkjʊ:l] – высмеивать, поднимать на смех

Don'ts

- × Do not boast or make comments that give the impression that you see yourself as superior to others. The British will find this rude.
- × Do not be too critical in public. The British like to minimise confrontation, so complaining loudly (e.g. to a waiter) while in their company will most likely embarrass them.
- × Avoid asking about personal matters when beginning a conversation – particularly those concerning one's relationship or financial situation. It is better to talk about something less personal, such as the weather or a sporting event.
- × The British like to tease¹, so do not take their jokes too seriously.

¹ to tease [ti:z] – дразнить

5. Use the information you learnt to describe the fiction characters mentioned in ex. 1a. Add at least one characteristic to their description. Describe their usual behaviour using the information from ex. 4. What is British about these characters?

LESSON 4. Commonwealth

Communicative area: talking about state systems of Belarus and English-speaking countries

Active grammar: conjunctions

Active vocabulary: commonwealth, republic, democracy

1. Match the terms with the definitions below.

citizen • monarchy • republic • president • democracy •
governor-general • federal republic

a) the person who has the highest political position in a country which is a republic and who, in some of these countries, is the leader of the government;

b) a person who is a citizen of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city;

c) the main representative of a country in another country which is controlled by the first country, esp. the representative of the British king or queen in a country which is a member of the Commonwealth;

d) a country which has a king or queen;

e) a country in which power is held by elected representatives of the citizens of the country;

f) a country without a king or queen, usually governed by elected representatives (*выборными представителями*) of the citizens of the country and a president;

g) a republic consisting of several regions or states united with a central government which has control over some things such as defence, but with each region having its own local government and laws.



2. a) Study the chart and guess the names of the countries.

Head of state	Head of government	National holiday	Government
President	Prime Minister	Independence Day, 3 July	Republic
The British monarch, represented by the governor-general	Prime Minister	Canada Day, 1 July	Constitutional monarchy and parliamentary democracy
The British monarch, represented by the governor-general	Prime Minister	Waitangi Day, 6 February	Constitutional monarchy and parliamentary democracy

Head of state	Head of government	National holiday	Government
Queen	Prime Minister		Constitutional monarchy and parliamentary democracy
President (head of executive branch) Vice President (head of legislative branch)		Independence Day, 4 July	Federal republic
The British monarch, represented by the governor-general	Prime Minister	Australia Day, 26 January	Constitutional monarchy and parliamentary democracy

b)  Use the information in the table and the given conjunctions to complete the comments to the chart above. Some of the conjunctions can be used more than once.

if • both ... and • neither ... nor • not only ... but also •
as well as • whereas • but • while • either ... or •
although • as

... the UK, Australia, Canada and New Zealand are all members of the Commonwealth of Nations, the USA is not. Belarus has no membership in the Commonwealth of Nations, ... it is a member of the Commonwealth of Independent States. The UK, ... Canada, Australia and New Zealand are constitutional monarchies.

... Canada, Australia and New Zealand are constitutional monarchies, they can be called parliamentary democracies as well, because monarchs are just ceremonial figures in these countries. ... Australia ... New Zealand can be called constitutional monarchies only formally. So can Canada. ... Australia, ... New Zealand is a republic. ... the US ... Belarus are republics, ... the USA is a federal republic.

Belarus, ... the US and Canada, celebrates its Independence Day in summer, at the beginning of July. ... Australia ... New Zealand celebrates its national holiday in winter, ... in these countries it is considered to be summer. So, five countries have national holidays, ... the UK does not celebrate any particular national holiday.

Head of state in the USA is the President, ... in the UK it is the Queen. ... in the UK, ... in Australia, New Zealand and Canada the Queen is head of state. ... the governor-general is officially the representative of Queen Elizabeth II in Canada, for example, in reality the governor-general acts only on the advice of the Canadian prime minister. ... the British monarch possesses only symbolic executive power in Australia and New Zealand, it is the governor-general who is actually head of the state in these countries.

3. a) Look through the list of countries below. Work with your partner to recall what state system they have.

The Netherlands, France, Germany, Poland, China, Belgium, Denmark, Norway, Sweden, Finland, Ukraine, Czechia, Italy, Monaco, Venezuela, Nepal, Thailand, Japan, Spain, Brazil, Saudi Arabia, South Africa, India, Turkey, United Arab Emirates, Georgia, Oman, Cuba.

b) How many names of presidents and prime ministers of foreign countries do you remember?

4. Read the information below and put the countries in the list in two groups: Commonwealth of Nations and Commonwealth of Independent States.

The Commonwealth of Nations is a voluntary association of 54 independent states. Most are former British colonies, or dependencies of these colonies. Presently, of the states that are members of the Commonwealth of Nations, three are in Europe, twelve in North America, one in South America, nineteen in Africa, eight in Asia, and eleven in Oceania. The members have a combined population of 2.4 billion people, almost a third of the world population.

The Commonwealth of Independent States or CIS (Russian: *Содружество Независимых Государств*) is a regional organisation whose participating countries are former Soviet Republics, formed during the breakup of the Soviet Union. The CIS is an association of states and it can not be compared to a federation, confederation or supranational union such as the European Union. It is more comparable to the Commonwealth of Nations.

Armenia, Australia, Azerbaijan, Bangladesh, Belarus, Canada, Cyprus, Dominica, India, Jamaica, Kazakhstan, Kenya, Kyrgyzstan, Maldives, Moldova, New Zealand, Pakistan, Russia, South Africa, Tajikistan, Uzbekistan.



5. Play the guessing game in pairs. Student A describes a country, speaking about their state system, head of state and head of government. Student B tries to guess the country. Change roles and play again.

LESSON 5. The land down under

Communicative area: speaking about Australia

Active grammar: articles with geographical names

Active vocabulary: diverse, indigenous, convict, a penal colony, the outback

1. a) Discuss with your partner: what are your associations with Australia? What does the title of the lesson mean? Why does Australia have such a name? Compare your answers with other pairs.

b) Make a list of the facts you know about Australia. Use the map on the endpapers to help you. Who has the longest list?

2. Match the words with their definitions below. Then, say which of them are associated with Australia for you.

species • emu • the outback • indigenous • refugee •
convict • diverse • penal

a) a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons;

b) the area of Australia that is a long way from the coast and the towns, where few people live;

c) belonging to a particular place rather than coming to it from somewhere else, synonym – native;

d) (of land) without any mountains or hills;

e) connected with or used for punishment, especially by law;

f) a person who has been found guilty of a crime and sent to prison;

g) a large Australian bird that can run fast but cannot fly;

h) a group of animals or plants that are similar and can produce young animals or plants.



3. a) Do the following quiz in groups.

1. The official name of Australia is ...

- a) the Federation of Australian states;
- b) the Commonwealth of Australia;
- c) the Republic of Australia.

2. The name “Australia” comes from ...

- a) the Latin word meaning “southern”;
- b) the Latin word meaning “star”;
- c) the Latin word meaning “far away”.

3. Which of these territories are / is not part of Australia?

- a) New South Wales; b) Tasmania; c) Victoria.

4. The capital of Australia is ...

- a) Melbourne; b) Canberra; c) Sydney.

5. Which of the following statements are true:

- a) Australia is the hottest continent;
- b) Australia is the most inhabited continent;
- c) Australia is the flattest¹ continent;
- d) Australians celebrate Christmas in summer.

6. Australia is ... largest country in the world.

- a) the fifth; b) the sixth; c) the fourth.



7. The highest point of Australia is ...
a) Mountain Kosciuszko;
b) Queensland Mountain;
c) Uluru (Ayers Rock).
8. The first European discoverers of Australia were ...
a) Portuguese; b) British; c) Dutch.
9. Australia was developed at first as a British ...
a) penal colony;
b) colony for political refugees;
c) colony for the poor.
10. There are about ... species of the kangaroo ...
a) 40; b) 50; c) 10.
11. Australia leads the world in the production of ...
a) silk; b) wool; c) leather.
12. Australia was called “the land of ...” by one of the early navigators.
a) parrots; b) venomous snakes; c) marsupials².

¹ от слова **flat** [flæt] – ровный, плоский

² **marsupial** [mɑːˈsuːpiəl] – сумчатое животное

b)   **Listen to an educational radio programme about Australia and check your answers.**

c)   **Complete the extracts from the programme with the given figures. Listen again to check.**

16th • 10 • 86 • 23 • 17.7 • 1.5

Of Australia’s **1.** ... million inhabitants, about **2.** ... per cent were born elsewhere, and **3.** ... per cent are of aboriginal descent. Over **4.** ... per cent of Australia’s people live in cities, yet only **5.** ... per cent of its area is cultivated. Australia enjoys one of the world’s highest standards of living – it is the **6.** ... among the industrialised nations.

4. a)  **Look at the underlined examples from the programme. Match them with the rules for the use of articles *a*, *an*, *the*. Some rules have more than one example.**

1. Australia contains six states.

It is 2. the smallest and least populated of the inhabited continents.

3. ... Australia is an island continent and also 4. the only continent occupied by a single nation.

Originally, 5. the United Kingdom didn't see the benefits of Australia's exploration.

It lies south of 6. the equator, "below" many other countries on 7. the globe.

When 8. the Dutch explored 9. the area they named it "Nova Hollandicus" or "New Holland".

The Dutch are known to have explored the coastal regions in 10. the 1640s.

11. Isolation also allowed for the development of strange birds.

Transportation of 12. convicts to the eastern colonies was abolished in 1852.



- a) No article is used with uncountable nouns.
- b) A and *an* are used with singular countable nouns mentioned for the first time often modified by a descriptive adjective.
- c) *The* is used when it's clear who or what we are referring to.
- d) No article is used with countable nouns used in the plural.
- e) *The* is used with nouns modified by superlative adjectives.
- f) No article is used with names, including names of countries.
- g) *The* is used with names of countries which include the words *republic, kingdom, states, commonwealth*.
- h) *The* is used with nouns modified by words *same, very, only*.
- i) *The* is used with nationalities.
- j) *The* is used with things that are unique.
- k) *The* is used with decades.

b) Complete the sentences below with articles *a, an, the* where necessary.

The country is officially called 1. ... Commonwealth of Australia. Canberra is 2. ... capital of 3. ... country. It is roughly half way between 4. ... two largest cities Melbourne and Sydney.

Australia is **5.** ... driest continent on earth. **6.** ... geography of the country is extremely diverse, ranging from **7.** ... snow-capped mountains of the Australian Alps and Tasmania to **8.** ... large deserts, tropical and temperate forests.

Although Australia is **9.** ... small continent, it is **10.** ... sixth largest country in the world: only **11.** ... Russia, Canada, **12.** ... United States, China, and Brazil have larger areas. Australia leads the world in **13.** ... wool production and coal exports.

Among Australia's marsupials are **14.** ... grazing animals, tree climbers, amphibians, earth burrowers, and the counterparts of **15.** ... cats and dogs, and **16.** ... rats and mice.

5. Complete the following questions with the right auxiliary verb. Ask and answer the questions in pairs.

1. Who ... the first immigrants to the land down under? When ... they begin to arrive on the continent?
2. Who ... claimed Australia for Britain?
3. Why ... Australia named "the land down under"?
4. How many sentences with superlative adjectives about Australia ... you make?
5. What ... makes Australia a unique country?
6. What states ... the country consist of?
7. How high ... Australian mountains?
8. How ... the Australian population distributed on the continent?
9. What ... peculiar about Australian flora and fauna?

LESSON 6. Nation's pride

Communicative area: discussing a national holiday

Active grammar: Passive forms revision

Active vocabulary: to commemorate, to serve, service, mateship, glorious, national identity

1. Look through the following list of Australian national public holidays. Which of them are familiar to you? What is celebrated or remembered on these days? Which of the holidays are celebrated only in Australia?

New Year's Day Australia Day Good Friday
Easter Monday Anzac Day Christmas Day Boxing Day

2. a) Read the article about the history of Anzac day. Match the words below with their highlighted synonyms in the text:

1. to mark	6. to support
2. strong	7. comradeship / friendship
3. great	8. feeling of national identity
4. to be a soldier	9. importance
5. to get away from	10. dignity

Anzac Day is one of Australia's most important national occasions. It **commemorates** the landing of Australian and New Zealand troops at Gallipoli, Turkey, on 25 April 1915. It was the first major military action fought by Australian and New Zealand Army Corps (ANZAC) during the First World War.



In 1917, the word ANZAC meant someone who fought at Gallipoli and later it came to mean any Australian or New Zealander who fought or **served** in the First World War. Today Anzac Day goes beyond the anniversary of the landing on Gallipoli in 1915. It is the day on which Australians remember those who served and died in all wars, conflicts, and peacekeeping operations. The spirit of Anzac, with its human qualities of courage, **mateship**, and sacrifice, continues to have meaning and **relevance** for the sense of national identity.

Australia and New Zealand were at war from 4 August 1914 when Britain declared war on Germany. Both Australia and New Zealand, and other colonies and dominions of the British Empire **were allies** of Britain, France and the Russian Empire against Germany, the Ottoman Empire and Austria-Hungary. Unlike the European armies of the period, the Australian Imperial Force

was formed from volunteers. Most of the volunteers joined the army following the duty's call. Others looked for excitement or were **escaping** drought conditions at home.

The ANZACs landed on the Gallipoli Peninsula at dawn on the 25th April and met **fierce** resistance. Thousands of Australian and New Zealand men died in the hours and days that followed the landing. The military action ended with the evacuation of the ANZACs on 20 December 1915. By then, 8,141 had been killed or died of wounds and more than 18,000 had been wounded.

The landing at Gallipoli was seen as a story of courage and **endurance**¹ amongst death and despair, in the face of poor leadership from London, and unsuccessful strategies. The Gallipoli campaign was the beginning of true Australian **nationhood**. When Australia went to war in 1914, many white Australians believed that their Commonwealth had no history, that it was not yet a true nation, that its most **glorious** days were still ahead of it. In this sense the Gallipoli campaign was a defining moment for Australia as a new nation.

According to Dr Frank Bongiorno, Senior Lecturer in History at the University of New England, "at Gallipoli, men from all backgrounds and classes from the newly federated Australia created the essence of what it means to be Australian – courage under fire, **grace** under pressure, giving a hand to a mate."

¹ **endurance** [ɪnˈdjʊərəns] – выносливость, стойкость

b) Answer the questions using the highlighted words from the text:

1. What does Anzac Day mark? What is remembered on this day?
2. What does ANZAC stand for?
3. Who served in ANZAC? What made people join the army?
4. Was the military operation on Gallipoli Peninsula successful? What happened?
5. Why does Anzac Day have such a significant importance for Australians?
6. What national qualities were demonstrated during that military action?

3. a)  Complete the description of how Anzac Day is celebrated across the country with the Present Simple Passive forms of the following verbs. One of the words is used twice in a row.



Present Simple Passive:

Is / am / are + Participle II (3rd form of the verb)

Example: *They are respected for their valuable work.*

I am often asked about my occupation. This device is widely used.

to attend • to celebrate • to hold • to include •
to observe • to place

Anzac Day 1. ... Australia-wide. The national ceremony 2. ... by the Prime Minister and Governor General. It 3. ... at the Australian War memorial in Canberra. Commemorative services 4. ... at dawn on 25 April, the time of the original landing, across the nation, usually at war memorials. Dawn prayer or church services are a particularly important aspect of Anzac Day. These represent the comradeship that the soldiers experienced as they rose each morning to prepare for another day of military action. Initially dawn services were only attended by veterans who followed the ritual of “standing to” before two minutes of silence 5. ..., broken by the sound of a lone piper. Later in the day, there are marches in all the major cities and many smaller towns for families and other well wishers.

Nearly every town or suburb in Australia has a war memorial to honour war veterans. Some list just the dead, some list those who served and returned home. Traditionally, red Flanders poppies 6. ... at memorials and worn on Anzac Day.

The Australian War Memorial and Anzac Parade 7. ... in the National Heritage List in 2006.

b) Work in pairs. Use the pictures to describe the celebration of Anzac Day in Australia.



4.  Write a letter to a friend describing the significance of Anzac Day for Australians.

LESSON 7. Australian icons

Communicative area: describing national symbols and icons

Active vocabulary: coat of arms, national anthem, icon

1. Look at the pictures and say what they have in common. Which of them is the Australian national flag, the Australian coat of arms, the Australian aboriginal flag, a poster of Australian popular icons?



1



2



3



4

2. a) Complete the following descriptions of Australian national symbols with the words from the box. Use the pictures to help you.

the Southern Cross • the Union Jack • the Commonwealth Star • states • golden wattle¹ • a shield • the kangaroo • background

The Australian National Flag has three elements on a blue
1. ... 2. ... acknowledges Australia's historical links with the United Kingdom. Below the Union Jack is 3. It has seven points representing the unity of the six 4. ... and the territories of the Commonwealth of Australia. 5. ... is shown on the right hand side of the flag.

The Australian coat of arms consists of **6.** ... with the symbols of all the six states. **7.** ... and emu are the native animals that hold it with pride. The **8.** ... , also found on the coat of arms, was proclaimed the official national floral emblem in August 1988. Above, there is the Commonwealth Star.

¹ **wattle** ['wɒt(ə)l] – австралийская акация или мимоза

b)   **Listen to an interview discussing Australian national symbols. Check your descriptions of the national flag and coat of arms. Answer the questions.**

1. What does the Southern Cross symbolise?
2. Why were the kangaroo and emu chosen for the coat of arms? Are they official faunal symbols of the country?
3. When was Australia official floral emblem chosen?
4. What are Australian national colours?
5. What do the colours of the Australian Aboriginal Flag mean?
6. When was this flag created? Is it official?
7. How was the poster of Australian icons created?
8. What national icons are depicted there?

3. Read about some popular symbols of Australia below and say which of them is an iconic Aussie brand, iconic institution, iconic activity, nature icon, iconic figure, arts and culture icon, iconic face?

“Banjo” Paterson. A Melbourne lawyer who turned out to be among a new nation’s best-loved poets? Banjo’s poem “The Man” is probably Australia’s most recited poem, while his “Waltzing Matilda” is the unofficial national anthem.

The bush¹. Unspoiled land beyond the city with natural plant life.

Anzac. Members of the Australian and New Zealand Army Corps in World War I. Anzac Day, which falls on April 25, is a national holiday. Delicious biscuits (cookies), made with oats and golden syrup, are also known as Anzacs.

Drover². A person who herds³ stock or sheep over a long distance.

Qantas. The name was originally an acronym for “Queensland and Northern Territory Aerial Services”. Nicknamed “The

Flying Kangaroo”, Qantas is Australia’s largest airline, and the second oldest in the world. Founded in November 1920, it began flying international services in May 1935.

Crocodile. This ancient survivor has become a symbol of the Top End (Australia’s North Territory).

AFL. The abbreviation means Australian Football League. The first rules of Aussie football were published by the Melbourne Football Club in 1859 and it is a favourite weekend pastime for many.

¹ **the bush** [buʃ] – неводеланная земля, покрывающаяся кустарником, буш

² **drover** ['drəʊvə] – загонщик, перегонщик скота

³ **herd** [hɜ:d] – пасти (скот)

4. Distribute the following popular icons among all the students of the group. Spend 5 minutes going around to tell your group mates of the icon you’ve got and listening to their information. Speak to as many people as you can.

1. Digger. Originally a miner in the goldfields, now used to refer to an Australian soldier.

2. Opera House. As Big Ben is for London and Lady Liberty for the USA, the Opera House and “the Bridge” are the city’s global identifiers.

3. Gum tree. Another name for eucalyptus. These trees offer the only food for koalas and are found nation-wide.

4. Merino sheep. Australia produces over a quarter of the world’s wool, and merino fibre is recognised as being the finest¹.

5. Kookaburra ['kʊkəˌbʌrə]. An Australian bird that lives in trees and makes a strange sound like a person laughing. Once called the “bushman’s alarm clock”, its name comes from the Aboriginal “gugubarra”.

6. Vegemite. Sometimes referred to as Australia’s national food. Loved by all true Aussies, Vegemite is a brown yeast² extract spread on toast and sandwiches.

7. Bushranger. An outlaw (criminal) in early colonial days. Ned Kelly was one of Australia’s most notorious bushrangers.

8. Koala. A lovable marsupial, often mistakenly referred to as a bear. The koala is found only in Australia where it spends much of its time eating a special type of gum leaf and dozing on a tree branch.

9. Surfing. Summer in Australia means long days at the beach, where surfers can be seen riding some of the best waves around the world. The country is one of the best surfing destinations in the world.

10. The boomerang ['bu:məraŋ]. Traditionally they were used by Australian Aboriginal people as a hunting weapon. Most visitors choose Aboriginal “dot” paintings, boomerangs or didgeridoos³ to take home as symbols of Australia’s indigenous peoples.

11. Sydney Harbour⁴ Bridge. Sydneysiders’ beloved “coathanger”. You can mount it when in Sydney to enjoy a wonderful view over the Harbour.

12. School of the Air. Sixty years old in 2019, the School of the Air brought education by radio (and now the Internet) to children in the remote outback.

13. Barbeque (Australian Barbie or BBQ). The barbecue is a huge tradition in Australian culture. Firing up the barbie is the best way to attract family and friends.

14. The picnic. Australians love to eat outdoors. A picnic is a typical “Aussie” way to enjoy a weekend meal. It is so much loved that the Aussie picnicker has learnt to live with ants and bush-flies.

15. Royal Flying Doctor Service. The creation of Reverend John Flynn, it brings reliable emergency medicine to settlers in the back of beyond.

¹ finest fibre ['faɪbə(r)] – тончайшее волокно, нить

² yeast [ji:st] – дрожжи

³ didgeridoo [ˌdɪdʒəɪˈduː] – духовой музыкальный инструмент диджериду

⁴ harbour ['hɑ:(r)bə(r)] – гавань, порт

Check who the winner is. Who has talked to the biggest number of people?

5. Why are all these things, people and creations iconic for Australians?

LESSON 8. Kia ora and welcome to New Zealand

Communicative area: describing national characteristics of a country

Active vocabulary: adaptable, to cope with, significance, spirit, to strive for

1. a) Do the following quiz with your partner: choose the right variant.

1. New Zealand's name in Maori is "Aotearoa", which means "land of the ...
a) long white cloud;
b) long green land.
2. Maori were the first inhabitants of New Zealand. They came there in canoes from Polynesia in the ... century.
a) 14th; b) 17th.
3. New Zealanders are called Kiwis as it is native to this country.
a) kiwi fruit; b) kiwi bird.
4. New Zealand consists of two main islands the ... Island and the ... Island.
a) North Sun; b) South Moon.
5. For many years New Zealand has been ranked among ... countries in the world.
a) the happiest; b) the healthiest.
6. There are ... official languages in New Zealand: ...
a) three; four; b) English, Maori, sign language, Elvish.
7. New Zealand was the first country to give women the right to vote in ...
a) 1893; b) 1913.
8. The first man to conquer ... was Sir Edmund Hillary, born in New Zealand. He climbed this mountain together with Sherpa mountaineer Tenzing Norgai in 1953.
a) Mount Everest; b) Mont Blanc.



9. The proton was discovered by a New Zealander ...
a) Sir Ernest Rutherford; b) Albert Einstein.
10. The first commercial bungee jump was made in Queenstown, New Zealand, back in ...
a) 1988; b) 1978.
11. The ... lake in the world is Nelson's Blue Lake.
a) clearest; b) deepest
12. There are no ... in New Zealand. None.
a) snakes; b) spiders

b)   **Listen to the short introduction to New Zealand and check your answers. Who has the biggest number of the right answers?**

2. Match the words to their definitions or synonyms:

1. pursuit	7. spirit
2. adaptable	8. to cope with
3. down-to-earth	9. to expand
4. guardianship	10. to overcome
5. painstaking	11. to pride oneself on
6. significance	12. to strive for smth.

- a) able to change one's behaviour easily in order to deal with new situations;
- b) done very carefully and slowly;
- c) importance;
- d) practical and direct in a sensible honest way;
- e) the position of being legally responsible for smth or smb;
- f) the process of trying to achieve smth;
- g) the qualities that make someone live the way they do, and make them different from other people;
- h) to be proud of smth;
- i) to become larger in size;
- j) to deal successfully with a difficult situation or a job;
- k) to make a lot of effort to achieve smth;
- l) to succeed in dealing with or controlling a problem.

3. a) Work in three groups. Each group reads one of texts about New Zealand and its people. Answer the questions after your text.

Group A. People of New Zealand



The name *Kiwi* comes from the curious little flightless bird that is unique to New Zealand and has special significance for the indigenous Maori people. During the First World War, New Zealand soldiers were called *kiwis*, and the nickname stuck. Eventually, the term Kiwi was used about all New Zealanders. Just like the bird, they are unique, adaptable and slightly strange.

New Zealanders share a set of values that come from Maori cultural influences, early pioneering spirit, and a love for sports and the outdoors. Maori, the first inhabitants of the islands, came there in canoes courageously overcoming the dangers of the ocean. European pioneers were brave and independent. Before building farms and towns, they had to first clear the land – a painstaking and sometimes dangerous activity. It forced these early New Zealanders to become strong and multi-skilled. Early settlers strove for a fair and honest society, where everyone would be equal under the law.

New Zealanders are friendly and down-to-earth people who have the spirit of *manaakitanga*, or hospitality. Kiwis have developed a passion for the outdoors and enjoy activities that make the most of their spectacular landscape. 15% of New Zealand families own their own boat. They love hiking, camping, fishing. Bush and beach walks are other popular outdoor pursuits. The more fearless go to the mountains, following in the footsteps of perhaps the most adventurous Kiwi, Sir Edmund Hillary, who conquered Mount Everest, the world's highest mountain, in 1953. The loyalty to your friends and comrades – *mateship* – is another social value.

New Zealanders like to see themselves as practical, coping with anything thrown at them, with good life-skills and a co-operative *can-do* spirit.

Questions: Why are New Zealanders called Kiwis? What qualities do they share? What makes them unique?

Group B. Maori culture

Maori culture is an integral part of life in New Zealand, influencing everything from cuisine to customs, and language. Maori are the indigenous people of New Zealand. They came there more than 1000 years ago from their mythical Polynesian homeland of Hawaiki. Today, one in seven New Zealanders identify themselves as Maori. Their history, language and traditions are central to New Zealand's identity.



Maori culture plays a role in everyday life in New Zealand. As an official language, it's common to hear Maori spoken, and many official place names are in Maori. You can easily learn the correct pronunciation of place names, plus some simple Maori words and phrases, such as *kia ora* and other greetings.

In fact, handshakes are not the traditional form of greeting for Maori people. Instead, they use a much warmer and up-close form of greeting known as the *hongi*. The *hongi* stands for two individuals pressing their noses and foreheads up against one another and sharing the breath of life together. It is meant to symbolise the unification of both souls.

Maori customs are important in daily life. Manaakitanga is all about welcoming guests and providing great hospitality, something which all Kiwis pride themselves on.

Kaitiakitanga means the sense of respect and guardianship that Maori feel to the natural world. This philosophy is central to the love and care many New Zealanders have for the environment. We ask all visitors to New Zealand to make the Tiaki Promise, which captures this respect for our precious natural resources.

Performing arts or *kapa haka*, which includes harmonious singing, rhythmic dancing, and Maori dances such as *the haka*, are a must-see for any visitor.

Questions: What role do Maori play in New Zealand's culture? What notions are traditional for Maori culture? How do they greet each other? What Maori words do you remember?

Group C. Landscape as a movie star



Even if you haven't seen *The Lord of the Rings* or *The Hobbit* films, you'll know New Zealand is incredibly scenic. Travellers are attracted to New Zealand by a world of constantly changing scenery packed into a comparatively small space: primordial forest; lakes; waterfalls; fiords; active volcanoes; hot-water springs; geysers; white- and black-sand beaches; mountains and glaciers. New Zealand is a land of immense and diverse landscape. You'll see things here that you won't see anywhere else in the world. By the way, natural reserves make one-third of the country's territory.

The Lord of the Rings trilogy turned New Zealand's landscapes into movie stars. When director Peter Jackson decided to set the films in New Zealand, he knew that his native land could provide landscapes so spectacular that in many cases they would need little camera trickery to become the fantastical Middle-earth locations described by J.R.R. Tolkien. All but one scene of *The Lord of the Rings* films were shot in New Zealand, practically making the movies a 12-hour long advertisement for the country's landscapes.

In the author's classic series of fantasy adventure books, *The Hobbit* and *The Lord of the Rings* trilogy, most adventures begin in Hobbiton – home to the hobbits. For the first films, set builders spent nine months recreating the village on farmland near the small town of Matamata, and returned to spend two and a half years expanding it for Jackson's new trilogy, based on *The Hobbit*. Now, the set is maintained by local farmers and is open to the public.

Questions: What kind of landscapes can you find in New Zealand? Why was New Zealand chosen as the set for *The Lord of the Rings* or *The Hobbit* films? What happened to the sets of the films?

b) Work in groups of three: one representative from groups A, B, C. Share with your partners the information you have learnt. Answer their questions. What facts were the most surprising? What would inspire you to visit New Zealand?

LESSON 9. What you do makes a difference

Communicative area: discussing various volunteer activities, life goals

Active vocabulary: benefit (*n.*, *v.*), to boost, to dedicate, impact, to make a difference

1. a) What do you think unites these celebrities with thousands of people around the world?

Justin Bieber, Angelina Jolie, Miley Cyrus, Emma Watson, Bono, Prince Harry, Audrey Hepburn.

b) Look at these pictures. How do people feel? Do you recognise people in the pictures? What are they doing?



c) According to the Cambridge Dictionary, a volunteer is *a person who does something, especially helping other people willingly and without being forced or paid to do it*. Discuss with a partner: why do people go into volunteering?

2. a) Match the words to their definitions or synonyms:

1. benefit (<i>n.</i> , <i>v.</i>)	5. impact
2. community	6. network
3. dedicating	7. to boost
4. difference	

a) a group of people, organisations, etc. that are connected or that work together;

- b) a way in which two or more people or things are not like each other;
- c) an advantage you get from a situation;
- d) result, effect;
- e) the people who live in the same area, town, etc. or a group of people who have the same interests, religion, race, etc.;
- f) giving all your attention and effort to one particular thing;
- g) to improve, to increase smth, to make it more successful.

b) Complete the text below with the words from ex. 2a.

One of the well-known **1. ...** of volunteering is the **2. ...** on the society. Volunteering allows you to connect to your **3. ...** and make it a better place. Even helping out with the smallest tasks can make a real **4. ...** to the lives of people, animals, and organisations in need. And volunteering is a two-way street: it can benefit you and your family as much as the cause you choose to help. **5. ...** your time as a volunteer helps you make new friends, expand your **6. ...** and **7. ...** your social skills.

Why is volunteering called a two-way street?

3. Work in pairs. Look at the tips how to start volunteering. Which of them are the most important for you and why.

First, think if there is something specific you want to do. For example, do I want...

- ...to improve the neighbourhood where I live?
- ...to meet people who are different from me?
- ...to try something new?
- ...to do something with my spare time?
- ...to see a different way of life and new places?
- ...to do more with my interests and hobbies?
- ...to share something I'm good at?

The best way to volunteer is to find a match with your personality and interests. Answers to these questions will help you find what you are looking for.

4. Read descriptions for two volunteer opportunities. Choose the one that you would prefer. Explain your choice. Compare your ideas with your partners.

What: Nature and Wildlife Caretaker

Where: North Queensland, Australia

Volunteer now and get the chance to learn more about Australia's indigenous culture and to work with experienced and highly trained wildlife keepers!



Take a trip to Australia to care for the country's native wildlife in a nature park in a tropical forest. The sanctuary¹ focuses on Australia's wildlife, including mammals, reptiles and birds.

The work can be physically demanding and is not an "easy holiday option". Your duties will include koala leaf collection and distribution, preparing food for wildlife, general maintenance and an amazing opportunity to volunteer at a butterfly sanctuary. Meet other volunteers from around the world and make a great contribution toward protecting wildlife and their environment.

Requirements:

- NO SMOKING is allowed at the project;
- Strong work ethics are required: you must be reliable, responsible, honest, physically and mentally fit;
- No animal allergies;
- You will have to cope with extreme weather (heat and cold) especially the heat in the summer;
- Love for animals and some general experience of caring for an animal is a must;
- Good knowledge of English.

¹ **sanctuary** ['sæŋktʃʊəri] – приют, заповедник

What: Visitor Guide**Where: Edinburgh, Scotland**

St Giles' Cathedral is a site of significant spiritual, historical and architectural interest. Each year it attracts over 1,000,000 visitors, drawn from many nationalities, age groups and walks of life. Our volunteer guides are the first point of contact for most visitors and play a crucial role in ensuring the quality of their experience.

**Requirements:**

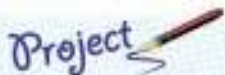
- Friendly, welcoming, helpful;
- Good communication skills;
- Ability to convey your knowledge, interest and enthusiasm to others;
- Good knowledge of English;
- Ability to speak a foreign language would be advantageous, but not necessary.

Training Details:

Volunteers receive ongoing training in the history and architecture of the Cathedral. Support is provided by fellow volunteers and by the Visitor Service Manager.

5. Prepare 5–7 questions you would ask people who want to become volunteers. With another partner interview each other. Decide which of the two opportunities is more suitable for you.

6.  Write a description of your perfect volunteer job. Include the following information: what kind of job it is; what motivates you to look for this job; what you would like to learn.



THE COUNTRIES' TREASURES

1 Work in small groups. Each group prepares a presentation dedicated to the people and things that are iconic or highly valued in the countries discussed in this unit – the UK, Australia and New Zealand.

1. Each presentation should contain three parts: iconic personality; iconic place; iconic event.

2. In each part explain your choice. Say why these very people / places / are valuable and why you decided to speak about them.

3. For your presentations make use of pictures and short videos. Prepare 3 questions to your audience, ask them after you finish your presentations.



2 Give feedback to the presentations you have listened to. Decide:

- what information was completely new;
- what people / place / event you would like to know more about;
- what stories could make a film.

5

UNIT

THE USA AND CANADA

LESSON 1. Iconic America

Communicative area: speaking about American symbols

Active vocabulary: iconic, slavery

1. a) Work in groups. What iconic symbols of the USA do you know? Think about streets, buildings, sculptures, businesses, food, sports, films, etc. Compare the ideas.

b) Work in groups. Answer the questions of the quiz on the United States.

1. How many stripes are there on the American flag?
a) 50; b) 13; c) 7.
2. When do Americans celebrate Independence Day?
a) On 4 June; b) On 3 July; c) On 4 July.
3. Where is the Liberty Bell, an iconic symbol of American independence, situated?
a) In New York;
b) In Dallas, Texas;
c) In Philadelphia, Pennsylvania.
4. What is *America the Beautiful*?
a) The anthem of the USA;
b) The unofficial anthem of the USA;
c) The official emblem of the USA.



5. What country gave the Statue of Liberty to America?
 - a) France;
 - b) Spain;
 - c) Britain.
6. What is the Statue of Liberty holding in her right hand?
 - a) The torch of friendship;
 - b) The torch of freedom;
 - c) The torch of independence.

7. Who meets in the US Capitol?
 - a) The Congress;
 - b) The Parliament;
 - c) The president and his guests.



8. Which US president didn't live in the White House?
 - a) Theodore Roosevelt;
 - b) John Adams;
 - c) George Washington.



9. The Mount Rushmore National Memorial is a sculpture of the heads of four United States presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and...
 - a) John Kennedy;
 - b) Abraham Lincoln;
 - c) Harry S. Truman.



10. What people are associated with such companies as Apple and Microsoft respectively?
 - a) Steve Jobs;
 - b) Thomas Edison;
 - c) Bill Gates.

c)   **Listen to the program* and check your answers. Which group is the winner?**

* В разделе про США и Канаду используется американская орфография.

d)   Listen again and add at least one fact to each answer in ex. 1b.

2. a)   Match the names of the iconic US presidents and their contribution to the history of the USA. What number are they in the line of American presidents? Listen and check yourself.

1. Theodore Roosevelt	a) 1 st
2. George Washington	b) 3 rd
3. Thomas Jefferson	c) 16 th
4. Abraham Lincoln	d) 26 th

1. ... led the colonists in the American Revolutionary War to win independence from Great Britain.
2. ... was the primary author of the Declaration of Independence, a document which inspires democracies around the world.
3. ... held the nation together during the Civil War.
4. ... was the father of the new country and laid the foundation of American democracy.
5. ... provided leadership when America experienced fast economic growth as it entered the 20th century.
6. ... stopped slavery in the country.

b) What other American presidents do you know? What are they famous for?

Slavery ['sleɪvəri] is the system of owning people as slaves.



slaves – slavery



3. a)   Listen to the first verse of the song *America the Beautiful*. What feelings does the singer experience?

O beautiful for spacious 1. ... ,
For amber waves of 2. ...
For purple 3. ... majesties,
Above the fruited 4. ...
America, America,
God shed¹ His grace on thee²



And crown thy³ good with brotherhood,
From sea to shining 5.

¹ **shed** – пролил

² **thee** (old) – you singular

³ **thy** (old) – your singular

b)   **Fill in the gaps with the words from the box. Listen again and check yourself.**

mountain • grain • sea • plain • skies

4. Work in groups. Make your poster *Iconic America* and present it to the class. Use the ideas from the lesson as well as your own ideas.

LESSON 2. A melting pot or a salad bowl?

Communicative area: describing the population of the USA

Active vocabulary: an immigrant, immigration, a melting pot, diversity, diverse, multicultural, multiracial, indigenous, in search of, to seek; suffixes *-an*, *-ian*, *-ish*, *-ch*, *-ese*

1. Complete the quotation using the words from the box. What does it mean? Do you agree with it?

come • change • changed • were

Bagels and pizzas and spaghetti 1. ... new things at one time. Immigrants 2. ... and 3. ... America and are 4. ... by America.

Douglas Rivelin

2. a) Look through the Internet article. Which is the best title for it?

A melting pot of peoples

A multicultural society

A country of individuals

The United States of America is a rich and powerful country in the continent of North America. It is made up of 50 states and the capital city is Washington DC. It is the fourth largest country in the world, but ranks third for population size. The USA is home to over 318 million people. Each part of the country has its own traditions, customs and landscapes.

America has traditionally been described as a “**melting pot**”, welcoming people from many different countries, races, and religions, all hoping to find freedom, new opportunities, and a better way of life. No other place in the world has such a **diverse** [daɪ'vɜ:s] population. It is this **diversity** [daɪ'vɜ:səti] that makes America what it is and, at the same time, creates the challenges it faces. Americans come from all over the world. A recent Internet search for “American Culture” turned up more than 47 categories! Some of these include: African, Asian, Arabic, Brazilian, Chinese, Danish, German, Hispanic / Latino, Indian, Iranian, Irish, Italian, Japanese, Korean, Native Americans, Norwegian, Polish, Vietnamese and others.

Strictly speaking, the only **indigenous** [ɪn'dɪdʒənəs] Americans are the American Indians who had been living here long before the first waves of settlers came over from Europe. When Christopher Columbus discovered America in 1492, he called these natives “Indians” because he thought



he had discovered a western route to India. Today indigenous peoples make up about 2% of the total population of the USA.

For centuries, the US has attracted people **in search of** “the American dream” from all corners

of the world. In fact, US history is one of **immigration**. In 1620, about 100 English colonists, so-called “Mayflower Pilgrims” left for America **seeking** religious freedom. Throughout the 19th and 20th centuries, American ports were crowded with French, German, Chinese, Irish, Italian, Dutch and Polish **immigrants**. The Statue of Liberty has welcomed immigrants to the US since 1886.

Today the old “melting pot” metaphor is giving way to new metaphors such as “salad bowl” and “mosaic”, mixtures of various ingredients that keep their individual characteristics.



Immigrant populations within the United States are not mixed together in one “pot”, but rather they are transforming American Society into a truly **multicultural** [ˌmʌltiˈkʌltʃərəl] mosaic.

Both models of multicultural societies have contradictory aspects:

- in a melting pot there is no cultural diversity and sometimes differences are not respected;
- in a salad bowl cultures do not mix at all.

So which model is better?

The ideal situation would be a society where all citizens have equal rights and opportunities, but can also keep their own individuality. It is not easy to put this ideal into practice, but **multiracial** society is now a reality and Americans must learn to live together in the best possible way.



people = люди (only plural) are

a people / peoples = народ is / народы are

the United States (the whole country) is

states (each state) are

Did you know that ...

There's no official language of the United States at the federal level. Still, the vast majority of people in the United States speak English (about 300 million), which makes it the country's de facto [di:'fæktəu] (in practice, instead of in law) official language. There are at least 350 different languages spoken in the United States. After English, the top five in terms of native speakers are Spanish, Chinese, French, Tagalog and Vietnamese. Three states have other official languages in addition to English. Hawaii recognized Hawaiian Pidgin English as an official language in 2015. Since then, South Dakota made Sioux [su:] an official language, and Alaska added more than 20 indigenous languages.

b) Work in pairs. Match the words in bold in ex. 2a to their definitions. There is no definition for one word. Give it yourself.

1. consisting of people of different cultures; 2. very different from each other; 3. native; 4. the state or fact of being diverse, variety; 5. looking for (a word and a phrase); 6. someone who has come to live in a country from another country; 7. a place where people from different cultures mix together; 8. involving people of several different races.



c) Read the article again. What do the following numbers stand for?



2; 3; 4; 20; 318; 350; 1492; 1620; 1886.

3. a)  Suffixes *-an*, *-ian*, *-ish*, *-ch*, *-ese* are used to make nationality adjectives. Copy the table and write the nationality adjectives formed from the following countries in the suitable column.

America, India, Poland, China, England, Norway, Denmark, Vietnam, Ireland, Japan, Brazil, France, Korea.

-an	-ian	-ish	-ch	-ese
...	...	...	...	...

Note: the Netherlands – Dutch

b) Work in pairs. What do you know about people of the nationalities from ex. 3a? Make up sentences about them or their lifestyle. Compare your ideas with other pairs. Do you agree with them?

4. What is the difference between *a melting pot* or *a salad bowl*? In your view, which model of a multicultural society is better? Why do you think so?

5. Role-play an interview between a travelling blogger and an American citizen living in a multicultural neighborhood about their life. Use your imagination and the active vocabulary of the lesson. Speak about your family, neighbours, businesses, special days, etc.

LESSON 3. American cultural values

Communicative area: discussing cultural values of the American society

Active vocabulary: equal, equality, (self-)reliance

Grammar: word-formation: nouns

1. a) Read about the *culture iceberg* and decide where the items in the box would fit on the *iceberg*: its visible or invisible part.

behaviors • values • traditions • beliefs •
views • customs

In 1976, Edward T. Hall suggested that culture was similar to an iceberg. He proposed that culture has two components and that only about 10% of culture (external or surface culture) is easily visible; the majority, or 90% of culture (internal or deep culture) is hidden below the surface.



b) What do you know about American values and beliefs?

2. a) Read an extract from the book *American Ways: An Introduction to American Culture* and check your ideas in ex. 1b. Name six American values mentioned in the text.

1. In 1776, the British colonial settlers declared their independence from England and established the United States of America. In 1787, when they wrote the Constitution for their new nation, the early settlers created a climate of freedom. Individual freedom is probably the most basic of all the American values. This word is one of the most respected and popular words in the United States today. By freedom, Americans mean the right of all individuals to live without outside control from the government, the church, or any other organized authority.

2. There is, however, a cost for this benefit of individual freedom: self-reliance. Individuals must learn to rely on themselves. They must take responsibility for themselves. Traditionally, this has meant achieving both financial and emotional independence from their parents as early as possible, usually by the age of eighteen or twenty-one. Self-reliance means that Americans believe they should take care of themselves, solve their own problems, and “stand on their own two feet.”

3. The second reason why immigrants are attracted to the United States is the belief that everyone has a chance to succeed here. It is important to understand what most Americans mean when they say they believe in equality of opportunity. They do not mean that everyone is – or should be – equal



equality

['i:kwəl]. However, they do mean that each individual should have an equal chance for success. Americans see much of life as a race for success. For them, equality means that everyone should have an equal chance to enter the race and win.

4. However, the price to be paid for this equality [i'kwələti] of opportunity is competition. If much of life is seen as a race, then a person must run the race in order to succeed; a person has the responsibility to compete with others. The pressure of competition in the life of an American begin in childhood and continues until retirement from work.

5. The third reason why immigrants have traditionally come to the United States is to have a better life – that is, to raise their standard of living. The phrase “going from rags to riches” became a slogan for the “American dream.” Material wealth became a value to the American people. Of course, most immigrants did not “get rich overnight,” and many of them suffered terribly, but the majority of them were finally able to improve upon their former standard of living. Even if they were not able to achieve the economic success they wanted, they knew that their children would have the opportunity for a better life.

6. Americans have paid a price, however, for their material wealth: hard work. The North American continent was rich in natural resources when the first settlers arrived, but all these resources were undeveloped. Only by hard work could these natural resources be turned into material goods, allowing a more comfortable standard of living. Hard work has been both necessary and rewarding for most Americans throughout their history.

b) Copy the table below. Put the words from the box into 2 categories: verbs and adjectives.

Verb	Adjective	Noun
...	...	...

Valuable, succeed, believable, depend, rely, responsible, wealthy, respond, reliable, free, value, believe, equal, successful, (in)dependent.

c) Read the text again and find the nouns to complete the table.

d)  Work in pairs. Play the *Teach your friend* game with the words from the table above.

Get a set of cards from the teacher. Each card has four pairs of words, e.g. *belief – believable*. There are six possible variants of cards: *verbs – adjectives, verbs – nouns, adjectives – nouns, adjectives – verbs, nouns – adjectives, nouns – verbs*.

You are *a teacher*. Take a card and read the instruction to your partner, e.g. *Derive adjectives from the nouns*. Read the nouns in the left column and your partner derives corresponding adjectives. Help *the student* in case they face difficulties. Swap the roles.



3. a) What is the slogan of *the American dream*? What is its equivalent in your language? Do they have the same associations?

b) Read the short summary of the text above. Complete it with the words from the box.

equality • belief • freedom • reliance • values •
opportunity • hard • responsibility • success

The relationship among these 1. ... creates the fabric of the American society. It is this fabric that defines the American dream – the 2. ... that if people take 3. ... for their lives and work 4. ... , they will have the individual 5. ... to achieve their personal goals, and a good opportunity to compete for success. However, American values such as 6. ... of opportunity and self- 7. ... are ideals that are not always put into practice. In reality, some people have a better chance for 8. ... than others. Those who are born into rich families have more opportunities than those who are born into poorer families. Race and gender may still be factors affecting success, although there are laws designed to promote equality of 9. ... for all individuals.

4. a) Work in small groups. Which values mentioned above do you share? Explain your choice.

b) What are Belarusian cultural values?

LESSON 4. On the road to freedom

Communicative area: describing the Civil Rights Movement in the USA

1. a) Read the famous quotation. What does it mean?

We may have all come on different ships, but we're in the same boat.

b) The quotation belongs to Martin Luther King Jr. Have you heard of him? What do you know about him? Read the information below and check.

Martin Luther King, Jr. (15 January, 1929 – 4 April, 1968) was an American pastor, activist and humanitarian. On 14 October, 1964, King received the Nobel Peace Prize for combating racial inequality through non-violence. He led the U.S. Civil Rights Movement from the mid-1950s until his assassination in 1968.



2. a)   Listen to the beginning of the program and answer the question: Why did African Americans start the Civil Rights Movement?

b)   Listen again and fill in the gaps.

Before the Civil Rights Movement

Before the American Civil War, there were almost 1. ... black slaves in the United States. Only white men with property could vote, and only white people could be United States citizens. After the Civil War, the United States government passed three Constitutional amendments (*поправки*):

1. the 13th Amendment ended slavery in 2. ...;

2. the 14th Amendment gave African Americans citizenship in 3. ...;

3. the 15th Amendment gave African American men the right to vote in 4. ... (No women in the U.S. could vote at the time. Only in 5. ... the 19th Amendment gave them this right.).

However, in many states, especially, in the South, there was racial segregation – separation of blacks and whites. For example, blacks could not:

- go to the same schools, restaurants, or 6. ... as whites;
- use the same 7. ... as whites or drink from the same water fountains;
- sit 8. ... whites on buses.

Violence against black people increased. Individuals, groups, police, and huge crowds of people could hurt or even kill African Americans, without the government trying to stop them or punishing them. African Americans tried to fight back against racial 9. Their activists decided to use a combination of protests and nonviolence. This is how the African-American Civil Rights Movement of 10. ... began.

3. a)   Listen to the next part of the program about an important event of the Civil Rights Movement. What form of segregation did the Montgomery Boycott activists fight against?

Segregation is the policy of keeping people from different groups, especially different races, separate.



b)   Listen again and correct five mistakes in the text below.

On 1 December, 1965, local black leader Rosa Parks refused to give up her seat on a public bus to make room for a white passenger. She was fined.

African-Americans gathered and organized the Montgomery Bus Boycott. They decided they would not drive buses again until they were treated the same as whites. Under segregation, blacks could not sit in front of whites – they had to sit in the back of the bus. Also, if a white person told a black person to move so they could sit down, the black person had to.



Most of Montgomery's 15,000 African Americans took part in the boycott. It lasted for 831 days and almost bankrupted the bus system. As a result, the Supreme Court ordered Alabama to de-segregate its buses. The boycott ended with a victory.

4. a) Read about another important event of the Civil Rights Movement. What iconic speech did Martin Luther King Jr. give there?

The March on Washington in 1963 was one of the largest non-violent protests for human rights in the United States history. Together, the participants marched from the Washington Monument to the Lincoln Memorial. There, they listened to civil rights leaders speak. Martin Luther King Jr. spoke last. His speech, called "I have a dream", became one of history's most famous civil rights speeches.



b)   Listen to some extracts from his iconic speech. What was his dream?

c)   Listen again and complete the sentences.

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together **1. ...**

I have a dream that my four little children will one day live in a nation where they will not be judged by **2. ...**

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "**3. ...**"

d) How do you understand the last words in Martin Luther King's speech?

5. What does the abbreviation BLM stand for? What do you know about this movement? Read the paragraph and check your guesses.

In 2013, the Black Lives Matter (BLM) movement began. In the United States and many other countries around the world, people are protesting against violence and systemic racism towards black people, especially by (mostly white) police officers, whose job is to serve and protect them. Hundreds of thousands of people in the US and around the world are going into the streets holding signs and marching to raise awareness of the problems faced by people in the Black community.

6. Work in groups. Remember what you have learned in the lesson and create the timeline of the major events on the road to freedom.

LESSON 5. You should have seen it!

Communicative area: expressing opinion on famous American sights

Active grammar: modal verbs + Perfect Infinitive

1. Work in pairs. What places in the USA would you recommend your friend to see? Why?

2. a) What do you know about the places in the pictures?



the White House



Las Vegas



the Grand Canyon



the Mayflower II, Plymouth



Mount Rushmore

b)   Listen to four people talking about the places they have visited in the USA. Match the places to the speakers.

c)   Listen again. Who said the following sentences? Check with your partner.

1. I really shouldn't have entered that casino. 2. I should have stayed there longer to see the Evening Lighting Ceremony. 3. It truly could have been an experience unlike any other. 4. They must have booked months in advance! 5. I also ought to have tried the zip line across the Canyon.

3. a) Divide the sentences in ex. 2c into two groups: those where the speakers make deductions (guesses) and where they express criticism.

b)  For each group of sentences answer the following questions:

1. What modal verbs are used? 2. What is the difference between them? 3. What Infinitives are used? 4. Do the sentences refer to the past, present or future?

c)  Complete the rules with the missing information. Read the rules on page 315 and check your ideas.



The modal verbs 1. ... and 2. ... + *have* + V_3 are used to express criticism about a past action.

The modal verbs **could** (*may, might*), **must** and **can't** + *have* + V_3 are used to 3.

d) Find a suitable response (a–h) to each statement (1–6). There are two extra responses that you shouldn't use.

1. Of course, we recognized New York City skyline at once.
2. That was a sacred place for the Indians! 3. I don't think touching a bison to make an unusual selfie was a good idea.
4. You were right about queues to get to the Observation deck at the Empire State Building. 5. I didn't know that you could get

from Boston to Harvard University by subway. 6. The Statue of Liberty isn't situated on Ellis Island, as far as I remember.

a) It can't have been dangerous. b) You might have misunderstood the guide. c) We must have seen it in films a hundred times! d) We should have listened to your advice. e) It could have been dangerous. f) You shouldn't have taken photos without permission. g) You should have seen it in films! h) You ought to have told me about that.

4. a) Read people's opinions about another popular American sight. Why is it important for Americans?

1. We really ... (buy) a combination ticket Plantation / Mayflower: cheaper and we ... (avoid) lengthy queues at Plimoth Plantation.
2. It was nice to be able to walk around the Mayflower II and see what it ... (be) like to cross the Atlantic on the boat. Really small for 102 people and the time they had to travel.
3. I really appreciated what the costumed role players portraying Pilgrim passengers and members of the crew were doing. They ... (work) hard on linguistics to show what the Pilgrims' English really sounded like in 1620.
4. We made a special trip to Plymouth only to find that the ship was not there: the Mayflower II was in dry dock in Connecticut undergoing repairs. They ... (inform) public about that!
5. That was an expensive attraction and not worth the money spent. Honestly, we were on the boat for less than 15 minutes. We ... (see) the ship for free from the park near Plymouth Rock!
6. The ship looked awesome. However, not being able to go aboard was a disappointment. I think some of that \$11.2 million spent on her renovations ... (go) towards making it accessible for wheelchairs.

b) Complete the reviews with the suitable modal verbs and the correct form of the verb in brackets.

5. Role-play short conversations between two friends who were on holiday almost at the same time but visited different places. Use *could* / *may* / *might* / *must* / *should(n't)* / *ought(n't)* + perfect infinitive to express deductions and criticism.

Example: – *I missed you in Washington, DC. You should have come along with me. We could have had a wonderful time together.*

– *Well, I was in New York at that time. You ought to have booked tickets there, too. But, you must have seen it already, right?*

LESSON 6. Canada at a glance

Communicative area: giving general information about Canada, comparing

Active vocabulary: enormous, majestic, vast, to dominate

1. a) Read the list of words and numbers. How is each of them related to Canada?

France	13 US states	42 percent	6
Russia	33 years	third place	

b) Read the information about the country. Check your guesses.

Canada is a country of **enormous** [ɪ'nɔ:məs] distances and stretches across six time zones. It occupies an area of almost 10 mln km², making it the largest country in the Western Hemisphere. Canada is slightly larger than the US, but 18 times the size of France. The national motto, "From Sea to Sea," reflects the size of the nation, as the country quite literally stretches from the Pacific Ocean on its western coast to the Atlantic Ocean in its east. Some people have even suggested adding a third "to Sea" to the phrases to show that the country touches the Arctic Ocean in the north as well. Of all its provinces and territories, only two are landlocked while the others directly border one of the oceans. In fact, Canada has the longest coastline – 243,042 km. At a pace of about 20 km a day, it would take a person 33 years to walk its shorelines.

Canada borders Alaska in the west and shares nearly 9,000 km of land border with twelve states of the continental US in the south. That's the longest binational border in the world! It also

has **maritime** ['mæri,taim] borders with Greenland and some islands belonging to France.

Canada's diverse landscape features **majestic** [mə'dʒestɪk] western mountains, **rolling** central plains, forested eastern valleys, and more than 2 million lakes. Would you believe it has just under 1 mln km² of fresh water? That's why by total area, Canada is the second largest country in the world (after Russia) but by land area alone it ranks fourth.

The country is divided into several geographical regions. The largest one is the Canadian Shield, a hilly region of lakes and swamps, which covers half the country. It is known for its **vast** mineral resources and is also called the country's mineral house. 42 percent of the land area of Canada is covered by forests. In a recent World Health Organisation study, the country ranked third among the countries with the cleanest air on the planet. The south-eastern region of Canada is **dominated** by lowlands. Western Canada has a lot of volcanoes and is part of the Pacific Ring of Fire. The country's Far North lies above the Arctic Circle and is synonymous with ice, snow and glaciers. It is also known as the land of the midnight sun and Northern Lights.

c) What do the words in bold mean? Choose the right meaning.

- Enormous** – a) very small in size; b) very large in size;
- Maritime** – a) connected with land; b) connected with the sea;
- Majestic** – a) low and almost destroyed; b) big, beautiful, and impressive;
- Rolling** – a) gently rising or falling; b) narrow;
- Vast** – a) extremely large; b) extremely small;
- Dominate** – a) to be the smallest part of smth; b) to be the largest, the most important, or noticeable part of smth.

2. a) Read the information again and answer the questions.

1. What is the national motto of the country? How does it describe Canada? 2. Do all Canada's provinces have access to the sea? 3. How many and what countries does Canada border? 4. How many lakes are there in Canada? What's the difference between Canada's total area and land area? 5. What are the main landscape features of the country? 6. What is the Canadian Shield? 7. What dominates Canada's Far North?

b) Work in pairs. Name as many *superlative* facts about Canada as you remember. Who is the winner?

3. Work in pairs. Look at the notes with general facts about the US and compare the country with Canada. Can you name more differences or similarities?

Fact file: USA



Total area: 9.5 mln km²

Total land area: third in the world

Neighbouring countries: Canada, Mexico

Coastline: 19,920 km

Time zones: 9 (4 in 48 states, 1 in Alaska, 1 in Hawaii, 3 in 3 US territories)

Landscape: a larger collection of different landscapes than any other country on the planet: glaciers (Alaska), volcanoes (Hawaii), majestic mountains and canyons, deserts, sandy beaches, forests, vast plains, white sand dunes (New Mexico), waterfalls, geysers, hot springs, lakes, rivers, rolling prairies and grasslands

4. a) Read the list of words in the box. Which of them refer to Canada and which to the US? Some of the words can be used to describe both countries, some – neither of them.

A constitutional monarchy, a constitutional republic, a parliamentary democracy, a federation, the monarch, the President, the Prime Minister, the Governor General, the Parliament, the Congress, the Senate, the House of Commons, the House of Lords, the House of Representatives, provinces, territories, states.

b)   Listen to a Canadian comparing the two countries and check yourself.

5. Which facts from the lesson have you known before? Which facts surprised you? Share your ideas with your partner.

LESSON 7. A mosaic of many peoples

Communicative area: discussing the history and population of Canada

Active vocabulary: ethnic, liveable, a refugee

1. Read the quotes about Canada. What image of the country does it give you?

Canada has always been there for people who need it.

Justin Trudeau

Diversity is Canada's strength.

Justin Trudeau

Canada is the homeland of equality, justice, and tolerance.

Kim Campbell

2. a) Do the quiz about the history of the country.

- The official name of the country is ...
 - the Federation of Canada;
 - Canada;
 - the Dominion of Canada.
- The name "Canada" comes from the word "kanata" meaning ...
 - a settlement, village;
 - it is snowing;
 - canals.

3. The capital of Canada is ...
a) Québec; b) Toronto; c) Ottawa.
4. The first Europeans who discovered Canada were ...
a) the English; b) Vikings; c) the French.
5. The country achieved full independence in ...
a) 1759; b) 1867; c) 1982.

b)   Listen to the first part of an educational radio program about Canada and check your guesses.

3. a) Study the meaning of the new words. How are they related to Canada?

Refugee [ˈrefjuːdʒiː] – a person who has been forced to leave their country especially because of a war, a natural disaster or for political or religious reasons.

Ethnic [ˈeθnik] – relating to a group of people who have the same culture and traditions.

Liveable – good enough to live in. 

b) Complete the summary of another part of the radio program with the numbers.

The population of Canada is growing and immigration is one of its reasons. The 2016 Census (*непенусь*) stated that 1. ... in 2. ... Canadians wasn't born in Canada and recorded more than 3. ... different ethnic groups. The country also accepts a large number of refugees. Of Canada's 4. ... million inhabitants registered in 2020, only about 5. ... percent are of Indigenous origin: First Nations, Inuit and Métis peoples.

Canada as a whole has a low population density – about 6. ... people per square kilometre. The population, however, is not distributed evenly. The majority of Canadians, in fact nearly 7. ... percent, live in a narrow Southern belt along the border with the US. Over 8. ... percent of people prefer to live in cities. Canada has 9. ... cities with more than a million residents. 10. ... of the cities are at the top of the list of the most liveable cities in the world.

c)   Listen to the second part and check your ideas.

d) Can you name the peoples in the picture?



4. Read the information about Canada 150. What is shown in the picture? Why 2017 was not a year of coast-to-coast euphoria?



In 2017, Canadians marked the 150th anniversary of their Confederation. The year was filled with activities that focused on youth, diversity and inclusion, reconciliation (*примирение*) with Indigenous peoples, and environment. The government saw it as an opportunity to celebrate as a nation, to better understand each other and to think about the work still ahead.

The official logo of the celebrations was created by Ariana Cuvin, a 19-year-old student. It consists of 13 multi-coloured diamonds forming a maple leaf. The four red diamonds represent Canada's four original provinces. The government described the emblem as reflecting the country's unity and diversity.

The occasion, however, generated much discussion about Indigenous peoples and their history under the Canadian nation state. Some people wanted to name the celebration Canada 1500 and in Vancouver they celebrated Canada 150+. They stated that Canada had had its fair share of mistakes that they needed to acknowledge and learn from.

5. a)  Work in pairs. Write 5 questions about Canada's history and population.

b) Test your classmates' knowledge.

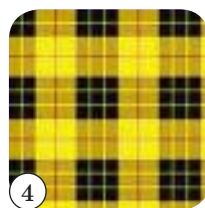
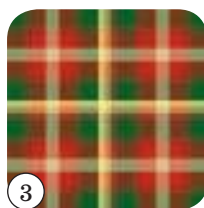
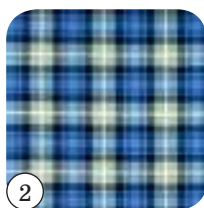
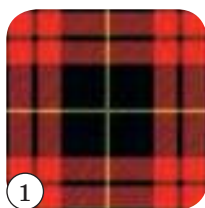
LESSON 8. Different shades of maple

Communicative area: describing Canadian symbols

1.  What word combinations that start with the word *maple* can you make? Write them down.

2. a) Read the questions below. How many of them can you answer?

1. When did Canada get its current national flag? 2. What is a sugaring off season? 3. What is Canada's liquid gold? Why? 4. Which picture shows the Maple Leaf Tartan? What holiday is it connected with? 5. What is snow taffy? 6. What does the maple tree symbolize?



b) Read the website information and check your ideas. Which of the questions isn't answered? Are there any *maple* word combinations you mentioned in ex.1? Add the new ones to your list. How are they related to Canada?

While Canada is famous for its 3 Ms – Moose, Mountains, and Maple leaf – it's the third that gets the honour of making its everlasting mark right in the middle of the country's national flag. Its adoption in 1965 was the result of almost forty years of discussion, thousands of designs and a heated debate in Parliament. The anniversary of the event is observed across the country on 15 February, which is known as National Flag of Canada Day. The maple leaf also found its way into Canada's once unofficial national song, "The Maple Leaf Forever". It can be seen on the logos of different companies and sport teams, too. Maple leaf pins and badges are proudly worn by Canadians abroad.

The Maple Leaf Tartan was specially designed by David Weiser for the 100th anniversary of Canada's Dominion status marked in 1967. Inspired by the colours of the maple leaf through the changing seasons, the tartan's pattern has the green of summer leaves, the gold of early autumn, the red of the first frost and finally, the brown tones of the fallen leaves before winter. A symbol of national pride, the tartan is worn by Canadians from all backgrounds – regardless of their ancestry – especially on national days like Canada Day (1 July) and Tartan Day (6 April). On 9 March, 2011, the Maple Leaf Tartan was declared an official national symbol.

Although the maple leaf is closely associated with Canada, the maple tree became an official emblem of the country only on 25 April, 1996. It is a Canadian symbol of strength and endurance as it survives the toughest environmental conditions. Indigenous Canadians believed that maple trees could protect from demons and evil spirits.

Delicious maple syrup ['sɪrəp] has always been a source of pride for Canadians. The indigenous groups were the first maple sugar and maple syrup producers. To celebrate the sugar moon they even performed rituals like the Maple dance. They also considered maple syrup to be a great source of nutrition and energy.

One of the reasons why maple syrup is a strong symbol of Canada is because it meets 85% of the world's maple syrup demand alone, with the majority (75% of the world production) centered in Québec. It's a significant source of money for the country since it exports \$312.9 million worth of maple syrup and maple syrup related products. So maple syrup is Canada's liquid gold. Believe it or not, it is 26 times more expensive than crude oil because it takes 40 litres of sap (the "blood" of the tree) to make one litre of maple syrup. Maple syrup is also a high source of employment for Canadians.

People say "as Canadian as maple syrup" to show that something is completely Canadian. The famous saying shows how close maple products and production are connected with the country's identity. It is so symbolic that it has become a standard gift offered by Canadian diplomats abroad. Whenever tourists leave Canada, they often have maple syrup related products in

their luggage. Maple syrup is so iconic in Canada that it even has a secret maple syrup reserve — The Global Strategic Maple Syrup Reserve in Québec. Where other countries work towards oil reserves, Canada puts its focus and resources to make sure that the world never runs out of maple syrup.

Today, there are festivals celebrating maple syrup and the beginning of the sugaring off season. It's the time of the year when it feels like winter but you see little hints of spring: freezing nights and warm days cause the sap to run in maple trees. Maple syrup festivals bring together generations and cultures in a country known for its diversity. They include sleigh rides, sap to syrup demo, delicious snow taffy, log-sawing contests, snowshoe races, plank races, square dancing, nature walks, live old-time music and more. Canadians think that maple syrup is the symbol of the country because it perfectly reflects and inspires Canada's most fundamental value — unity.

c) Are the following statements true or false? Add some information to prove the true statements. Correct the false ones.

1. The current national flag is younger than the country.
2. The Maple Leaf Tartan has been known since 1867 when the Dominion of Canada was born.
3. The maple tree is the oldest official emblem of the country.
4. European explorers taught the First Nations how to make maple syrup.
5. The main centre of maple syrup production is located in the province of Québec.
6. Maple syrup festivals are usually held in autumn.

3. a)   **Making snow taffy is part of traditional Canadian culture. Look at the picture. How do you think snow taffy is made? Listen to a Canadian speaking about it and check your guesses.**



b)   **Listen again. What do you need to make snow taffy? Make a list of the necessary equipment and ingredients. Write down the instructions.**

c) What new *maple* word combinations have you heard?

4. a)  Work in pairs. Play Tic-tac-toe.

How to play: Read the task on your card. Choose one space and do the task: explain, answer the question, or say a few sentences to describe something. If your partner is happy with your answer, put your mark, X or O. The player who has put three marks in a horizontal, vertical, or diagonal row wins the game.



- b) Prepare a similar task for another pair. Exchange the tasks and play the game again.

5. a)  Get a card and study the information about a Canadian symbol.



- b) You have 5 minutes to share the information with the others. Who has collected more symbols? Can you recognize them in the collage?

LESSON 9. An idea with a snowball effect

Communicative area: describing a famous Canadian winter festival

1. Look at the picture. What kind of festival do you expect it to be?



2. a) Read the information from a web-page. Answer the questions.

1. When and where is it held? 2. How long does it last? 3. How long has it been around? 4. Why was it created? 5. Is it a popular event? Why?

Welcome to Winterlude, an iconic festival that celebrates Canadian winter fun! It is considered to be the flagship event of the winter tourist season in Canada's Capital Region and on average welcomes 600,000 visitors. In 2007, it set an attendance record of 1.6 million visits to one of the Winterlude sites.

The festival was created in 1979 to celebrate Canada's unique northern culture and climate. Its organizers were inspired by our ancestors who would gather to enjoy each other's company during the long winter months. Since then, Winterlude is held in Ottawa and the city of Gatineau [ˈɡætɪnəʊ] situated straight across the capital on the northern bank of the Ottawa River every year during the first three weeks of February. The festival offers a rich and varied program of indoor and outdoor activities that highlight Canada's cultural, artistic, and culinary diversity.

The main venue for many sporting events is the Rideau [rɪˈdəʊ] Canal Skateway, a section of the Rideau Canal passing through central Ottawa. Since 2005, it holds the official Guinness world record for the world's largest naturally frozen ice rink. It's about the size of 90 Olympic-sized rinks and is 7.8 km long. The canal is also Ontario's only UNESCO World Heritage Site – that means that it's recognized around the world as a very special part of Canadian culture.

When you think of racing on the ice, you probably think of being on skates or sleds. But at Winterlude we do things differently. Among the most popular events are the Bed (yes, the kind you sleep on) Race, the Waiters and Waitresses on Ice Challenge, Trotting on the Rideau, a horse race on the Rideau Canal Skateway, Winterlude Triathlon (8 km of skating, another 8 km of cross-country skiing and 5 km of running) and the Ice Dragon Boat race. And they all are for a great cause – to raise funds for local charities.

Confederation Park, better known as Crystal Garden, is the site for the ice lounge, musical concerts and the ice sculpture competition. More than 600 ice blocks are turned into imaginative ice sculptures by artists from around the world. And each of them is brilliantly lit up at night.

Other popular venues include the Snowflake Kingdom, which is located in Jacques-Cartier Park in Gatineau. This site is turned into a massive snow park with ice slides and snow sculptures and hosts numerous events and activities for children and their parents. It is the home away from home of the friendly Ice Hog family, the Winterlude mascots. Legend has it that back in the ice age, these magical relatives of ground hogs (*сурки*) crossed an ice bridge over the Bering Strait from Russia to Alaska and travelled deep into the Far North of what is now Canada. About 30 years ago, Mr Ice Hog heard about Winterlude, so he and Mrs Ice Hog and their twins, Nouma and Noumi, came down to investigate and have been the official mascots ever since!

During Winterlude, you can enjoy such must-do winter pleasures as tube sliding, skating, admiring ice and snow sculptures and play till you drop in the Snowflake Kingdom. So don't miss Canada's winter celebration in Ottawa!

b) Copy and fill in the table. Which of the events would you like to take part in or to watch?

Site	Activities	Additional information
...	...	...

c) Look at the pictures. What information is given about them?



1



2



3



4



5



6

3. Year after year, Winterlude runs smoothly thanks to the help of more than 800 volunteers. If you had an opportunity to join the team of Winterlude volunteers, what would you like to do?

4. Compare the Winterlude festival with winter holidays and festivals held in Belarus.



JEOPARDY!

1 Read the information about the *Jeopardy!* quiz show. In what way is it different from other quiz shows?

Jeopardy! is an American television quiz show created by Merv Griffin in the 1960s. The show features a quiz competition in which contestants are presented with general knowledge clues given in the form of answers. They must phrase their responses in the form of questions. For example, if a contestant selects "Presidents for \$200", the clue could be "This Father of Our Country didn't really chop down a cherry tree". The correct response is "Who is / was George Washington?" Contestants are free to phrase the response in the form of any question; the traditional phrasing of "who is / are" for people or "what is / are" for things or words is almost always used.

2 You are going to play a variation of the *Jeopardy!* quiz show.

Split into 3 teams. Decide on 5 separate categories for the quiz. They can be “Values”, “Geography”, “History”, etc. They can be the same or different for all teams. Prepare 5 clues in the form of answers about Canada and the USA ranging in difficulty from easy (\$100) to difficult (\$500) for each category.

Play three rounds of the game with two teams competing against each other. The team who has prepared questions for the round works as a jury: read out clues, keep track of points (and time).

Put the following information on the board.

(name of the category)	(name of the category)	(name of the category)	(name of the category)	(name of the category)
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

The first team starts and chooses a category and an amount, depending on how confident they are in being able to give the correct response. To make the competition tougher, you can introduce a time limit for answering the question (e.g. standard time is 30 seconds). If the team answers correctly, they can choose another clue. If the team answers incorrectly, the other team can either choose a new clue and amount or attempt to respond to the clue which was previously incorrectly answered. If neither team answers correctly, the host reads out the correct response.



6

UNIT

DOT BY

LESSON 1. This is my own, my native land

Communicative area: telling the main facts about the place you live in

Receptive grammar: Present Perfect Passive

Active vocabulary: to wipe out, to conquer, to be made up of, origin, a major city

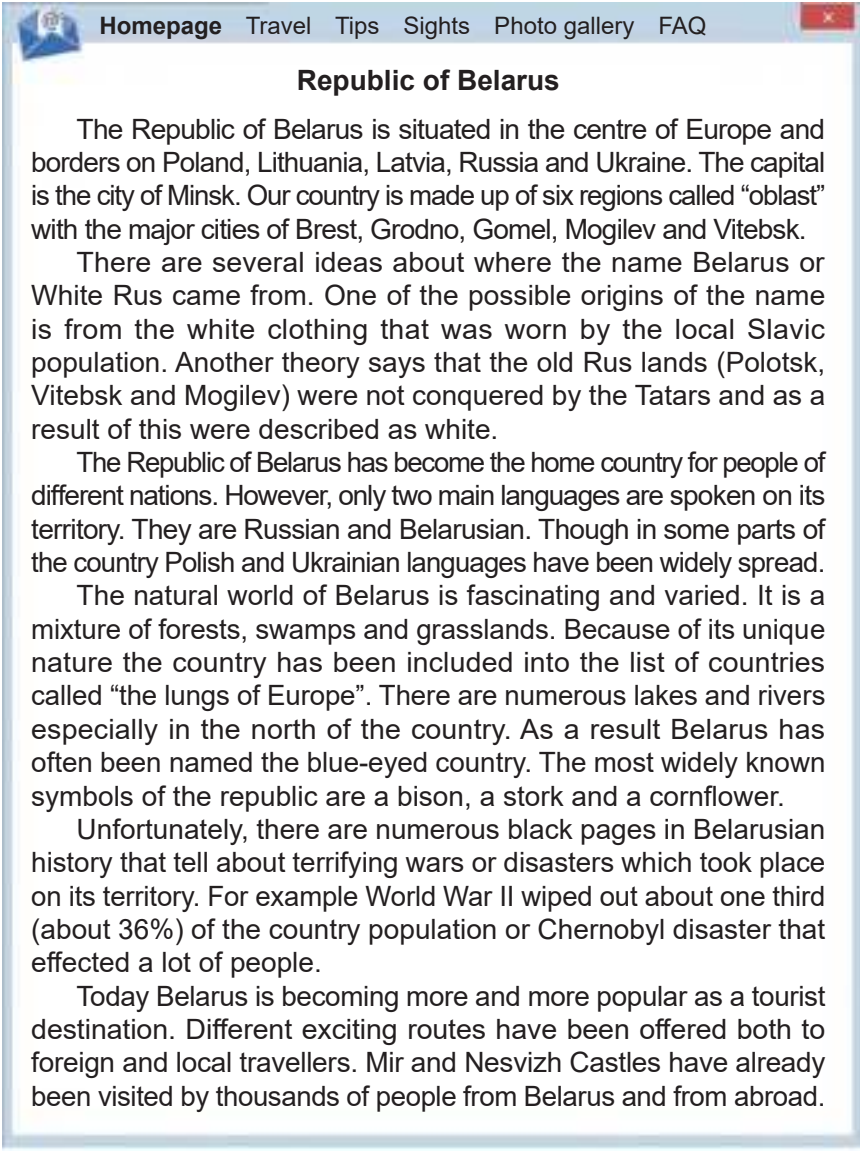
1. a) Look at the pictures from a website about Belarus. Guess what facts about our country they present?



b) Scan the webpage (p. 160) and check your ideas. How many facts did you guess?

2. Read the webpage again and say what these words and phrases are about?

Borders on, “oblast”, not conquered, main languages, the lungs of Europe, the blue-eyed country, the most widely known symbols, numerous black pages, a tourist destination.



The screenshot shows a webpage with a blue header bar containing a Belarusian flag icon and navigation links: **Homepage**, Travel, Tips, Sights, Photo gallery, and FAQ. The main title is **Republic of Belarus**. The text on the page is as follows:

The Republic of Belarus is situated in the centre of Europe and borders on Poland, Lithuania, Latvia, Russia and Ukraine. The capital is the city of Minsk. Our country is made up of six regions called “oblast” with the major cities of Brest, Grodno, Gomel, Mogilev and Vitebsk.

There are several ideas about where the name Belarus or White Rus came from. One of the possible origins of the name is from the white clothing that was worn by the local Slavic population. Another theory says that the old Rus lands (Polotsk, Vitebsk and Mogilev) were not conquered by the Tatars and as a result of this were described as white.

The Republic of Belarus has become the home country for people of different nations. However, only two main languages are spoken on its territory. They are Russian and Belarusian. Though in some parts of the country Polish and Ukrainian languages have been widely spread.

The natural world of Belarus is fascinating and varied. It is a mixture of forests, swamps and grasslands. Because of its unique nature the country has been included into the list of countries called “the lungs of Europe”. There are numerous lakes and rivers especially in the north of the country. As a result Belarus has often been named the blue-eyed country. The most widely known symbols of the republic are a bison, a stork and a cornflower.

Unfortunately, there are numerous black pages in Belarusian history that tell about terrifying wars or disasters which took place on its territory. For example World War II wiped out about one third (about 36%) of the country population or Chernobyl disaster that effected a lot of people.

Today Belarus is becoming more and more popular as a tourist destination. Different exciting routes have been offered both to foreign and local travellers. Mir and Nesvizh Castles have already been visited by thousands of people from Belarus and from abroad.

3.  Read the sentences from the web page and answer the grammar questions.

1. Belarus is made up of six regions.

Is it about present, past or future?

Is the subject in the sentence (Belarus) doing the action?

2. The white clothing was worn by the local Slavic population.

Is it about present, past or future?

Did the subject in the sentence (the white clothing) do the action?

3. In some parts of the country Polish and Ukrainian languages have been widely spread.

Is it about present, past or future?

Did the subject in the sentence (languages) do the action?

Do we know who does the action? Is it important?

When did people start speaking Polish and Ukrainian?

Do they speak these languages now?



1. Which voice is used in the three sentences: active or passive? Find more examples of Passive voice on the webpage on the left.

2. Which verb is always used with a Past Participle to form the Passive?

... + *made* / ... + *worn* / ... + *spread*

... + **Past Participle**

3. Which tense is used to show that something started in the past and is still going on: Past Simple Passive, Present Simple Passive or Present Perfect Passive?

4. Which tense is used to show that something happened to the subject in the past and the result of it is clear now: Past Simple Passive, Present Simple Passive or Present Perfect Passive?

5. How is Present Perfect Passive formed?

... / ... + **been** + ...

4. Look at the sentences below. Which of them are true about the place you live in?

1. This year our city / town / village has been visited by many tourists.
2. Some streets in our city / town / village have been renamed.
3. The house I live in has recently been renovated.
4. A new cinema / shop / museum / monument has been built in our region recently.
5. Some traditional festivals have been celebrated in our city / town / village.



Streets renaming



A new monument



Traditional festival

5. a) Read the questions. What's the meaning of the words in bold? Match with the synonyms in the box.

a) to destroy completely	d) to overcome and control by force
b) to form	e) a large part of a territory
c) the beginning of something	f) the most important / main

1. What **region** of Belarus do you live in? What's its **major** city? Have you ever been to other **regions** of your country? What are they?
2. What is your city / town / village called? Do you know the **origin** of its name? If you don't know, think of one possible **origin** of its name.
3. How many areas / parts is your city / town / village **made up of**?
4. Has your city / town / village ever been **conquered**? When was it?
5. What disasters have you heard about? Did they **wipe out** any big cities? What happened?

b) Work in pairs, answer the questions in ex. 5a.

6. Work in pairs. Make a short list of key facts about the place where you live for a web page. Please include the points from the list:

- the name of the place you live in and its origin;
- the region you live in and its major city;
- most popular languages in your place;
- symbols of your place;
- nature, famous sights or any other things that are special about your place.

LESSON 2. Customs rock

Communicative area: speaking about traditions in Belarus and other countries

Active grammar: impersonal subject *It + adjective*

Active vocabulary: traditions, customs, believes

1. a) British people sometimes say *Customs are rock*. What does it mean?

Tradition – usual practice of something.

Syn.: custom, belief, ritual, rite.

- Traditions and customs are as cool as rock music.
- Traditions are boring because they never change, they are like a stone = “rock”.
- Traditions are like stones, they are unchangeable for a long time, and as a result they make a good base for a country and its people.

b) Read the sayings of famous people below. Which of the sayings do you agree with? Why? Tell your partner.

The customs change like leaves on the tree, some of them go and others come.

No man ever looks at the world with clear eyes. He sees it edited by a set of customs.

Tradition is a guide and not a jailer*.

Custom is a second nature.

* jail (*Am.E.*) = prison (*Br.E.*) – a place where criminals are kept

2. a) Look at the pictures below. What can you see?



b)   Listen to a radio programme. Three teenagers have been to different countries and speak about the unusual customs they've seen. Match the countries with the pictures.

a) Japan

c) Norway

e) Ukraine

b) Thailand

d) Brazil

f) Russia

c)   Listen to the radio programme again. Complete the sentences below.

1. It's ... to give your Japanese friend a red Christmas card as a present.

2. If you visit a Japanese house it's ... to look in the kitchen.
3. On Christmas Eve witches and ghosts come out of their home. It's ... that they are looking for brooms to ride.
4. If you've been invited to somebody's home in Brazil it's ... to take a present with you. It's ... to send a thank-you note the next day.
5. It is ... to decorate the Christmas tree with an artificial spider and webs. It is believed that a spider web found on Christmas morning brings good luck.
6. It's ... to present an even number of flowers.

d) Listen again and take notes about the six traditions. Compare with your partner. Who can tell more details about each tradition?

Country	Tradition
Japan	...
Thailand	...
Norway	...
Brazil	...
Ukraine	...
Russia	...

e) Work in pairs. Which customs are real and which are true? When you are ready, tell the class. Your teacher will tell you the right answers.

Example: I think / believe / it's true / false that it's rude to present a red card to a person from Japan.

f) Which customs from the radio programme do we have in Belarus? Which customs are unusual for our country?

3. a) Think about Belarus when you visit somebody's house. What customs do we have? Use the chart below to help you.

It's	important necessary / unnecessary polite / impolite rude risky normal unusual	to	arrive on time. bring flowers / a present with you. take your shoes off when you enter the house. eat everything you are given. eat with your hands / a knife and fork. talk with a full mouth. leave very late at night. decorate your house with... ...
	believed that...	—	...

b) Can you think of two more customs about visiting someone's home in Belarus that are not in the chart?

4. a) You are going to take part in *Fantastic facts* show and tell about Belarus and its customs during different festivals. Prepare 4–5 facts that are true and 1–2 that are false. Below are some ideas to help you. Use structures from ex. 2 and 3 if possible. You can also talk about the holidays and festivals you like if they are not on the list.



Easter Traditions: Easter cake, egg-painting, egg cracking.
Kupalle (Midsummer Night): bonfire, jumping over the fire,
paparats-kvetka (fern flower).
Maslenitsa (Shrovetide): pancakes, burning Shrovetide in
the bonfire, games, horseback rides.

b) When ready, play the game. Tell your facts to your groupmates and let them guess which facts are false.

LESSON 3. Relax.now

Communicative area: describing traditional leisure activities in Belarus; giving your opinion

Active vocabulary: average, to cherish, significant, mature, addiction, household, DIY centre, to mow a lawn, take up

1. a) Work in pairs. Think of five most popular ways of spending your free time in Belarus and complete the spidergram.



b) Read the results of a survey about top free time activities. How many were on your list?

We all look forward to some time off work and school, whether it means spending time with our family, seeing friends or doing those strange jobs around the home and garden. But one thing is for sure, we never seem to have enough free time!



Traditionally most of the free time has been the time for families in Belarus. Sunday used to be a very special day of the week in Belarus. It was the only day of the week when most of the people were at home or at church. Popular leisure activities on Sunday used to be going to church and doing jobs around the house. Nowadays Sunday has lost its religious meaning, but in many families it is believed that it's important that families have time to be together.

Besides the parents are often at work having a five-day working week from Monday to Friday. As a result the weekend is the only free time when the whole family is busy with shopping for food and for clothes or doing the housework.

How do people spend their free time?

People today enjoy various indoor and outdoor activities. Here are the results of Eurostat survey. It has discovered that people in Belarus spend about 45 per cent of their free time **watching TV**. An average Belarusian watches TV for 25 hours a week. Almost all households have at least one TV set. In many homes satellite, cable and digital television is used. The most popular programmes are about cooking, health, gardening and wildlife. All these things are much cherished by Belarusian people. There's a significant number of people who also spend time **listening to the radio**. Though some see the radio as an old-fashioned kind of leisure both mature and under-aged people prefer listening to their favourite radio stations.

The addiction to digital devices is constantly growing in Belarus as well. About 81 per cent of people own a smart phone or a mobile phone. 56 per cent of households in Belarus have a desktop computer and about 30 per cent have a portable or laptop computer.



About 24% of the free time of Belarusian people is spent on **socialising**. That is the second most popular activity in Belarus. People enjoy visiting and entertaining with friends and relatives. Going to the grandparents at the weekend has become quite a traditional thing on the weekend plan. Besides Belarusians are interested in **cinemas and movie houses**. More and more viewers prefer 3D and multiplex movies. About 3.5 million people have been to the cinema this year making it the most popular cultural activity in Belarus. **Eating out** has grown in popularity as



Belarusian people are spending a part of their household money on food outside home. School children and teenagers are keen on McDonalds, KFC or pizza places. Adults would occasionally go to a café or a restaurant.

Another popular pastime since Soviet times is **gardening**. Many people in Belarus have a dacha, a country house where they go in order to run away from a noisy city. Belarusian people want their dachas to look nice that is why almost every

town in Belarus has a DIY centre. These are like supermarkets for home and garden. Some dacha owners look after the flowers and mow the lawns, others grow vegetables and some just go there to enjoy a lovely barbecue evening.



More and more people practise active ways of spending the weekend. Various sports have become widely spread around the country. People of different ages take up cycling and swimming in summer and ice-skating in winter.

c) Read the article again. Are the sentences below true or false?

1. No matter what you do in your free time, it always flies very fast.
2. Adults are so tired after a working week that a lot of families do nothing at the weekend.
3. People like TV programmes about sports and health most of all.
4. Listening to the radio is still popular with Belarusians of different ages.
5. There are more people who like watching films in cinemas than people who like socialising at the weekend.
6. All Belarusian people go to their dachas in order to grow fruit and vegetables.
7. A lot of young people start going cycling and ice-skating.

2. a) Look at the words in the left column. Match them with their synonyms in the right column. Use the survey results to help you.

1. a department store	a) to care for, like
2. indoor	b) a habit, craze
3. outdoor	c) a shop
4. average	d) a shop for building and repair (Do It Yourself)
5. to cherish	e) important
6. significant	f) stay-at-home
7. mature	g) family / relatives living together in one home
8. an addiction	h) to cut grass
9. a household	i) outside
10. a DIY shop	j) grown-up, adult
11. to mow a lawn	k) to start
12. to take up	l) standard / typical / normal

b) Match the words from the two columns to make word phrases (collocations).

1. indoor	a) person / price / student
2. to cherish	b) a hobby / a sport
3. a significant	c) activities / swimming pool
4. outdoor	d) person / decision / choice
5. have an addiction	e) clothing / games
6. a mature	f) number / change
7. an average	g) to computer / to TV / to sweets
8. to take up	h) your bike / a dream

c) Complete the questions below with the words from ex. 2a.

1. What's the ... time you spend on doing your homework?
2. When was the last time you bought something in a ... ?
3. Do you prefer ... or ... activities?
4. What features of character does your family ... ?
5. Have you ever been to a ... centre? Why?
6. How many people are there in your ... ?
7. What sport would you like to ... in the future?
8. Does anybody of your friends have a TV or computer ... ?
How much time do they spend on it?
9. Have you ever mowed ... for somebody? Did they pay you?
10. What makes a ... person, his mind or his body?
11. Which ... changes do you think you need to make your dream come true?

d) Choose 4 questions you like and remember them. Now interview as many groupmates as you can. Please don't look at the questions.

e) Tell the class about any interesting things your group-mates told you.

3. Work in pairs. Look at the list of people below and decide what the best leisure activities for them are. Say why. Use the phrases in the box to express your ideas.

1. two school girls who want to relax after a difficult school week;
2. your grandpa who wants to have a quiet peaceful weekend;
3. a family of three who don't want to stay at home;
4. a businessman who has had a very busy week;
5. a big family with small children who would like to spend time together;
6. your family;
7. your best friend.



Giving opinion

I think ...

I don't think ...

I believe (that) ...

I don't believe (that) ...

In my opinion, ...

I don't think they / he / she should ...

He / she / they ought to ...

They / he / she'd better ...

4. Get ready to speak about how you usually spend your free time. Is it the same in winter and in summer? Use as many new words from ex. 2a as you can. Now work in groups of three.

Student A: Speak about your leisure activities.

Student B: Listen and say what you two have in common.

Student C: Take notes of how many new phrases Student A used.

LESSON 4. Weekends are a bit like a rainbow

Communicative area: speaking about planning your weekend, discussing tips for a good weekend.

Active grammar: linking words expressing purpose: *to, in order to, so that, so as to*

1. a) There is a saying *Weekends are a bit like rainbows; they look good from a distance, but disappear when you get close to them*. Do you agree with the saying? What is important when planning a weekend?

b) Here are some tips on how to have a good weekend. Read and tick (✓) the tips you agree with.

1. Write down a short plan for the weekend – Make a plan in order to find time for fun and stop shopping, cleaning, cooking, and chores dominating your weekend.

2. Put the chores to weekdays – Do the supermarket run and house cleaning or washing on Thursday or Friday night to have a more relaxing weekend.

3. Get out of bed at the same time as weekdays – Don't lose half a day under the blanket. Get up at your usual time so as to free up more time for your weekend fun and to regulate your body clock better.

4. Make one day a fun day – Don't do serious work both on Saturday and Sunday so that you can make one day for activities that make you happy.

2.  Look at the underlined linking words below and the sentences they are in. Answer the questions.

Make a plan to have time for fun.

It is recommended to make a plan in order to find time for fun.

I always make a plan for the weekend so as to find time for fun.

I always make a plan for the weekend so that I can find more time for fun.

I always make a plan for the weekend so as not to waste time.

- Which question do the underlined words (linkers) help to answer:
– why / what for; – when; – what.
- We use these linkers to:
– speak about the result;
– speak about the purpose and / or intention;
– show contrast.
- Which linkers are more formal?
- How do you use the linkers in a sentence? Put the linkers in the correct column:

Do something	$\left\{ \begin{array}{l} 1. ... \\ 2. ... \text{ get this result.} \\ 3. ... \end{array} \right.$
Do something	4. ... you get this result.

- When we want to make a negative phrase, for example, to say that we do something to avoid a problem where do we put *not*? Choose the correct sentence.

Doctors recommend walking a lot at weekends so as not to have problems with your back.

Doctors recommend walking a lot at weekends not so as to have problems with your back.

- We put *not* before ... in a negative sentence.

-  Choose the correct option. What other linkers can be used in these phrases?

- I don't have much free time now. I'm studying very hard at the moment (so as not to / to) pass my exams next month.
- I bought a dictionary (for / to) help with my vocabulary.
- I go to bed early on Friday night (so that / to) I am not tired on Saturday morning and have a productive weekend.

4. I have to get up early tomorrow. I set the alarm for five o'clock (in order not to / not to) oversleep.
5. I waited for an hour (so as to / so that) I could meet her.
6. Some people do not eat before exercises (to / in order to / in order not to) feel sick.
7. Do exercise regularly (for to / in order to / in order not to) have excellent health and well-being.
8. My sister worked at McDonald's in her free time (so that / in order not to / to) earn some pocket money.
9. We took the taxi (so that / in order) to get to the shopping centre.
10. I chat to my English friend every weekend (for / in order not to / so as to) forget my English.



4. a) Work with your partner. Think of one more tip to add to the list in ex. 1b.

b) Think about how you plan your weekend. What can you change / make better using the tips from this lesson. Prepare to tell your groupmate. Please use the linkers to explain why you want to make the changes.

*Example: My cousins and I usually go to help my granny on Saturdays. But now I think we can take turns so that one of us helps our granny and the other can have more free time on Saturday.
I'd better clean my bedroom on Thursdays after school in order not to do it on Sunday so that I can always go out with my friends.*

c) Talk to as many groupmates as you can. Listen to their ideas and choose one or two that you think can be useful for you too.

LESSON 5. Unusual hobbies

Communicative area: talking about Belarusian people who have unusual hobbies

1. Discuss with your partner.

1. Do you know anyone who has the following hobby: fishing, straw weaving, horse riding, running a YouTube or a public Instagram channel?
2. Do you know anyone who has any other unusual hobby?
3. Who are they? When did they take up their hobby?

2. a)   **An international language school in Belarus started a competition for teenagers. They prepare a short presentation and tell about their unusual hobbies. Listen to the two winners and answer the questions below.**



1. Which hobby does each speaker have?
2. When did they take them up?
3. What was the most important change in their lives that their hobbies made?

b)   **Listen again. Which speakers are the phrases about, Anastacia, Vitaly or both? Put A for Anastacia, V for Vitaly and B for both.**

1. Who took the hobby after her family member?
2. Who found a new hobby when walking in the street?
3. Who had a special training?
4. Who needs several different gadgets for their hobby?
5. Who learnt their hobby in one day?
6. Who goes to different events with their hobby-mates?
7. Who runs a group on the Internet?
8. Whose hobby changed the way their family live?
9. Who teaches other people?
10. Who wants to go abroad?

c) Discuss in pairs.

1. Which hobby do you like more? Would you like to try any of them?
2. Who would you give the first prize in the competition? Why?

3. a) 🗨️ To prepare the presentation the International language school gave all the participants a list of questions. Look at the tapescript of Anastacia's and Vitaly's presentation. With your partner make a list of questions that they had.

b) 🗨️ Look at the tapescript again. How many new words from Lessons 1–3 can you find?

4. Think about your interesting hobby or imagine what interesting hobby you'd like to take up. Prepare a short presentation of your hobby using the questions from ex. 3a. Please try to use the grammar and structures from Lessons 1–3.

LESSON 6. A man's home is his castle

Communicative area: writing about historical places of your country, e.g. a castle.

Active vocabulary: magnificent, breathtaking, fascinating, stunning, amazing, exciting, famous, huge

1. a) There's a saying in English *An Englishman's home is his castle*. Work in pairs and answer the questions below.

1. What is a castle? When were most of the castles built? Who live in them?
2. Have you heard of any famous medieval castles? Are there any in Belarus? What do you know about them?
3. What was the life like in a medieval castle?
4. Do you know any famous people who live in a castle?

b) Look at the pictures. In pairs, name what you see in Russian.





c) Now try and match the pictures with the words below.

- a) drawbridge
- b) watch tower
- c) great hall
- d) dungeons

- e) fortress
- f) knights
- g) cliff
- h) minstrels

2. a) This is Aneka from the UK. She wants to become a journalist and is taking an online course for young journalists. Her homework was to write an article about a castle in her home country. Read and say if you'd like to visit this castle. Why (not)?

1. Here's Dover Castle. It is one of the greatest and most famous of European castles and fortresses. It is located in the south-east of Britain in the place which is the shortest crossing point to Europe. Because of its position Dover Castle has always played an important role in the national history of Great Britain.

2. The castle is so **huge** that it would take the whole day to explore its every corner. The fortress walls protect the castle from the visitor's eye. But as soon as you walk over the drawbridge you can enjoy an amazing view of the castle watch towers. Its Great Hall, inner yard, dungeons and towers attract people from all over the world. Today the castle is visited by thousands of tourists who are eager to discover some its fascinating secrets. Hidden deep inside the **famous** White Cliffs Dover Castle has withstood the test of time remarkably well throughout its long history. Overlooking a busy port Dover Castle is an absolutely **fascinating**

place to come and to “relive” the most **exciting** moments of British history today. You can spend time walking along numerous galleries and rooms, exploring a **magnificent** great hall with its beautiful ornaments and decorations. Tourists are offered **stunning** shows of minstrels playing medieval music or **breath-taking** knights’ shows with battles and medieval dances. You can dress up as a knight or a lady of the Middle Ages to feel the taste of the ancient times. Dover Castle is an all-season tourist attraction and it is well-worth a visit.

3. Dover Castle has been known as “The Key to England” for over 2000 years. Its origins go back to the Iron Age. Since that time Dover Castle had been used as a fort, a lighthouse and a church until Henry II rebuilt it completely in the 1180s. Over the centuries the castle and its facilities have been changed. The castle has been put to many tests during several wars including both world wars which of course affected it. As a result back in 1963 the whole Dover Castle was handed over to the Ministry of Works for keeping and reconstructing it.



4. Dover Castle is associated with numerous ghosts and strange sounds. For example, in the King’s bedroom a woman dressed in a red dress has been seen from time to time. Besides Dover Castle has served as a location for some popular films.



In 2009 it was filmed for the episode *The Clocks* from Agatha Christie’s Poirot series. And in 1990 it was shown in a version of Hamlet directed by Franco Zeffirelli.



b) Look at the article again. Which paragraph of her project tells about...

1. reasons the castle is famous today?
2. general facts about the castle and its location?
3. things that tourist can see and do there?
4. the history of the castle?

c) Look at the words in bold and find the synonyms for the words below. Some words can go to more than one group.

1. beautiful: ...
2. interesting / surprising: ...
3. popular: ...
4. big: ...

3. a) Read the project of Aneka's course-mate from Belarus. Whose project is better? Why?

This is Lida Castle. It was a very big and popular castle in the Eastern Europe in the Middle Ages. It is in the north-east of Grodno region. It was very important for Belarusian history because it was situated on the boarder of the Grand Duchy of Lithuania. It was very big. It is hidden in the trees, but it looks very beautiful.



Lida Castle (Lidskiy zamok) was built in the early 14th century by Grand Duke Gediminas of Lithuania. It's interesting that Lida Castle was build with red bricks. So the history of the castle is about seven centuries long. During all these centuries a lot of things changed in the castle. A lot of battles and wars took place around Lida Castle. But in 1891 it was badly damaged in a fire.

In the 1920s work began to restore some of the castle walls. On 22 January 1940 the Castle of Lida became an archeological monument and in 1953 the castle was taken under state protection.

Today a lot of tourists come to Lida to see beautiful places around the castle ruins. You can come here at any time of the year. Visitors can watch very interesting knights' tournaments during the summer so you can see what the life in the Middle Ages was like. In winter time the inner yard of the castle is transformed into an ice-skating rink.

b) Work in groups (one group-one paragraph). Use the underlined phrases and adjectives from Aneka's project to improve her mate's writing.

4.  You are going to take part in a competition. You need to write an article about a castle in your country to get money for its renovation. Use the information in the fact files, choose one castle and write an article.

Krevo Castle	• Grodno region, near Smorgon • Built mid-14th century, count Kestutis • First used as fortress, wooden, badly damaged, two towers totally destroyed, rebuilt • Destroyed again during World War I • Today ruins, need reconstruction • Visit four holly stones • August Krevo Festival of Medieval Culture
Novogrudok Castle	• Grodno region, one of the oldest in Belarus, on the highest hills of Belarus • Novogrudok built in the 12th century • In 1398 destroyed by fire • Later rebuilt in the 14th, 15th and 16th centuries • The '80s of the 16th century a new stone castle appeared, became a royal residence • In the 16th century the castle had seven towers, one of the strongest of its time • Badly damaged during the war of Russia with Rzeczpospolita (Polish–Lithuanian Commonwealth) in 1654–1667. • Northern War, in 1706 burned down by the Swedes • Today ruins • Starting from 2000 Novogrudok has been regularly hosting medieval culture festivals.

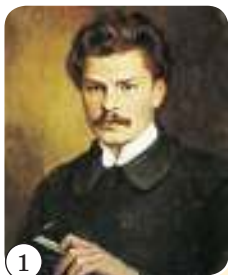
Golshany Castle	• Grodno region • First information in the 13th century, Duke Holsza • Rebuilt in the 17th century by count Sapega, his residence • In the 17th century, unique in the Great Lithuanian Principality because of its construction style • Golshany monastery, now a part of Belarus Fine Arts Museum • Now only one tower, needs reconstruction • The ghost <i>White Lady</i> • Described by Vladimir Korotkevich in his novel <i>Black Castle Olshansky</i>

LESSON 7. The origins

Communicative area: telling biographies of famous people

Active vocabulary: origin, background, heritage, commemorate, commemoration

1. Look at the pictures. Do you know these people? What did they do? Why are they famous? If you don't know them, try to guess.



1



2



3

a) Look at the words in the chart. Match them with definitions.

1. Origin	a) A written history of a person's life
2. Background	b) something people do to honour and remember an important person.
3. Biography	c) The starting point of something.
4. Commemoration	d) A person's experience and education

b) You are going to read one of the three articles about these famous Belarusians of the past. Split into three groups.

Take notes about the following:

- Origin and background;
- The main facts of the biography;
- Commemoration.

Group A

Maksim Bogdanovich was a famous Belarusian poet, journalist, translator and literary critic. Together with Janka Kupala and Jakub Kolas he is one of the key Belarusian poets. He was born in Minsk in 1891 in the family of a scientist. His mother died very young of a very dangerous disease. It was tuberculosis. Some years later the family moved to Nizhny Novgorod in Russia where Bogdanovich's father remarried several times. In everyday life Maksim's family spoke Russian: the boy listened to many poems, fairy tales and legends in Belarusian which influenced his work in the future. 1907 was the official beginning of his poet career when his novel *Muzyka* was published in *Nasha Niva*.

The novel tells a story of a musician who travels around his country playing the violin. His instrument makes people laugh and cry. It helps people to overcome their hardships. But some rich people decide to get rid of Muzyka and put him into prison where he dies. But the legend about his magic violin lives on.



Soon Bogdanovich graduated from his gymnasium and planned to enter the university in Saint Peterburgh, but his family didn't have enough money to pay for his studies. As a result he started to study law in Yaroslavl. At the

same time Bogdanovich travelled to Vilno (today Vilnius) and met many outstanding people of that time. His numerous poems and articles regularly appeared in different newspapers both in Belarus and Russia. And in 1914 his book of poems *Vianok* was published in Vilno. His interests included not only poetry, but also translating famous foreign poets into Belarusian language. By 1917 he had translated Heinrich Heine and Alexander Pushkin. He planned to continue his work, but in 1917 he had to move to the Crimea in order to cure his tuberculosis. Unfortunately, the treatment was unsuccessful and Maksim Bogdanovich died tragically young in Yalta. He lived a short, but a very bright life. It's a pity that we didn't inherit much of his works because a lot of them were destroyed by the fire in his father's house. Some of his works became the basis for the opera *Zorka Vianiera*. The museums of the poet have been opened in Minsk, Grodno and Yaroslavl and several streets in major cities of Belarus and Russia have been named after Maksim Bogdanovich.

Group B

Francisk Skorina is a Belarusian legend. He has been remembered and respected for his contribution to the education and the development of printing. He was born in the ancient Belarusian city of Polotsk in the first half of the sixteenth century. It's a pity, but the exact dates of his birth and death are unknown. He was born in the family of a merchant and got his primary education at home. As at that time there was no university on the territory of the Grand Duchy of Lithuania. Skorina had to travel to Krakow where he became a brilliant student of the Arts Faculty. After graduating from Krakow University he decided to travel further to Italy and soon became a doctor of medicine. As a result of his trips he became involved in printing and publishing of books. He printed his first book entitled *The Psalter*, in the Old Belarusian language in 1517 in Prague. It was followed by other twenty-three books. The most significant event for Belarusian culture was the first Bible in Belarusian. Some time later he moved to Vilno where he got married and continued his work. There he opened the first



printing shop. Unfortunately, his shop was destroyed by fire. Soon after that he faced his wife's death and poverty because his printing business wasn't successful.

Some scientist said that later Skorina moved to Czech Kingdom where he worked as a doctor and gardener in the house of a rich man. He died there in either 1540 or 1550.

Today we can call Skorina one of the founders of Belarusian literature. In 1969 the story of Francisk Skorina was told in the film *I, Francisk Skorina...* Two awards of the Republic of Belarus were named in honour of Skorina: Medal of Francisk Skorina and Order of Francisk Skorina. Besides, there is a bronze monument to Skorina near the building of the National Library in Minsk.

Group C



St Euphrosinia of Polotsk was the daughter of Prince Svyatoslav of Polotsk and granddaughter of Vseslav the Enchanter (Charodey). She was the first Belarusian woman enlightener.

Princess Predslava, who became Euphrosinia some years later, was born in about 1110 in Polotsk. When she was twelve her parents planned to marry her off to one of the princes who influenced the political life in the eastern European region. But Predslava refused to marry and ran away to her aunt who was the head of the convent (a monastery for women). There she wanted to become a nun as it was the only possible “carrier” for a woman at that time. But it took some time before Predslava's father agreed with her choice, so as a result at the age of twelve Predslava became Euphrosinia.

Euphrosinia spent several years of her life in Sophia Cathedral in Polotsk. There she was copying religious books and giving the money that she earned to the poor. Later with the help of her family she founded her own convent. She also built two churches one of which, the church of the Holy Saviour, still stands today and is considered to be the most precious monument of early Belarusian architecture. She turned her convent not only into a religious, but also into a cultural centre. At the end of her life she went to the Holy Land where she died sometime after 1167. Her body was carried to Kiev and placed in the Monastery

of the Caves. It was only in 1910 that her body was brought back to her native town of Polotsk.

Her name is also associated with the Cross of Saint Euphrosinia. It was a magnificent piece of art that was created by one of the best masters of that time Lasar Bohsha. He used a unique ancient technique and decorated the Cross with precious stones. The Cross was presented by Euphrosinia to the church of the Holy Saviour in 1161. Over the centuries the Cross was stolen and then returned to Belarus several times. However, after World War II it mysteriously disappeared. Most probably it was stolen. The attempts to find it have been made by Belarusian scientists and the government. But the investigation didn't bring any results. So in 1997 a Belarusian artist Nikolai Kuzmich presented a unique copy of the Cross that is now kept in St Euphrosinia's Church in Polotsk.

c) Work in groups with the students who read about the person from your article. Compare your notes and add more information if necessary.

3. Work in a new group where you have Student A, Student B and Student C. Speak about the person from your article. Listen to other students. Find at least one fact in common between:

- Maksim Bogdanovich and Francisk Skorina;
- St Euphrosinia of Polotsk and Francisk Skorina;
- Maksim Bogdanovich and St Euphrosinia of Polotsk.

4. a) Look at the words below. Who are they about. Put MB for Maksim Bogdanovich, FS for Francisk Skorina and EP for St Euphrosinia of Polotsk.

1. be involved in printing and publishing of books;
2. a magnificent piece of art;
3. a book of poems *Vianok*;
4. copy religious books;
5. a magic violin;
6. the head of the convent;
7. the Crimea;
8. the first Belarusian woman enlightener;
9. doctor and gardener;
10. one of the key Belarusian poets;

11. graduate from Krakow University;
12. a Belarusian legend;
13. a nun;
14. the Holy Land;
15. tuberculosis;
16. Italy.

b) Speak with your partner. Check your answers. Explain your answer.

Example: Francisk Skorina was involved in printing and publishing books when he travelled.

5. a) Work in two teams. Think of more famous Belarusian people of the past. Explain why they are important for the history of your country.

b) You will have a competition with another team. Who can name more famous Belarusians and give reason why they are famous.

LESSON 8. Who do you think you are

Communicative area: telling about your ancestors

Active vocabulary: ancestor, roots

1. a) Here is a mini quiz. Read and answer the questions. You have only five minutes to do it.

1. Which film studio produced *Tom and Jerry*, *The Hobbit* film trilogy and *A Star is Born*?
 - a) Metro-Goldwyn-Mayer;
 - b) Warner Bros;
 - c) Walt Disney Studios.



2. Which well-known actor played the part of Indiana Jones?

- a) Brad Pitt;
- b) Robert Pattinson;
- c) Harrison Ford.



3. Famous Russian planes SU are named after a well-known plane constructor Pavel

- a) Sukhoi;
- b) Sukhanov;
- c) Sukharev.



4. Which famous artist was the oldest of nine children and died when he was 97 years old?

- a) Leonardo Da Vinci;
- b) Marc Chagall;
- c) Pablo Picasso.



5. Who was the author of sci-fi short stories *The Edge of Tomorrow* and *I, Robot*?

- a) Ray Bradbury;
- b) John Ronald Tolkien;
- c) Isaac Asimov.



b) Compare your answers with your partner.

2. a)   Listen to two friends talking about famous people who have Belarusian ancestors. Check your answers of the quiz in ex. 1.

Your **ancestors** are your relatives who lived before you, for example, your grandparents or great grandparents. 

b)   Listen to the conversation again. Match the facts from the list with the people who the two girls speak about.

Louis B. Mayer • Marc Chagall • Isaac Asimov •
Pavel Sukhoi • Harrison Ford

1. He was born in Belarus.
2. He was born on the border of Belarus and Russia.
3. He constructed one of the best military airplanes in the world.
4. He founded a film studio in Hollywood.
5. He grew up in a very big family.
6. He worked as a carpenter when his acting career wasn't very successful.
7. He said he had "more stars than there are in the heavens".
8. His work influenced a lot of science fiction films.
9. He is half German and half Belarusian.
10. The date of his birthday is unknown.
11. He was an outstanding scientist.
12. He started his career during World War II.

c) Which famous people from the list did you know before? Which people did you learn about today?

3. a)  You will get a card with a name of a famous person. Imagine that you are this person. Prepare to speak about some facts from your biography and about your ancestors.

b) Walk around the class. Find out who your classmates are.

4. Make a mini presentation about your family tree. Use the questions to help you.

1. Do you know much about your roots? Who told you about your ancestors?
2. What do you know about your grandparents / great grandparents on your mum's / dad's side?
3. Where were your ancestors from? What did they do?

LESSON 9. I, robot

Communicative area: inferring meaning from context; discussing the future of cybernetics and robots

1. a) Work in pairs. Read the three laws below. Who or what are they about? Guess what word is missing.

1. A ... may not injure a human being or allow a human being injured.
2. A ... must obey orders given it by human beings except where such orders conflict with the First Law.
3. A ... must protect its own existence as long as such protection does not conflict with the First or Second Law.



b) Choose the best phrase that describes the main idea of the three laws.

- a) Robots must obey the laws that people created.
- b) Robots must always protect people even if it can put robots in danger.
- c) Robots must protect themselves from humans.

c) Do you agree with the laws? Would you add any other laws to the list?

2. a) These laws come from the book *I, Robot* by Isaac Asimov. Read the Introduction. Answer the questions below.

1. Who tells the story? 2. What is Doctor Susan Calvin?
3. Why does the author talk to Doctor Susan Calvin?

b) Before you read a part of the story look at the words you need to understand it better.

cybernetics (*n.*) – the use of technology to make copies of natural things.

PhD (*n.*) – Doctor of Philosophy: the highest university degree.

creature (*n.*) – anything that lives.

human-interest story – a story in the news that interests people because it is about someone's life and / or life experience.



I, Robot

after Isaac Asimov

I looked at my notes and I didn't like them...

Susan Calvin was born in 1982, they said, which made her seventy-five now. Everyone knew that. So, U. S. Robot and Mechanical Men, Inc. was seventy-five also. It had been in the year of Dr. * Calvin's birth that Lawrence Robertson first took out incorporation papers for what one day became the strangest industrial giant in history.

At the age of twenty, Susan Calvin was part of the Psycho-Math seminar where Dr. Alfred Lanning from U. S. Robots demonstrated the first mobile robot with a voice. It was a large, clumsy unbeautiful robot, smelling of machine-oil for the mines on Mercury. But it could speak and make sense.

Susan said nothing at that seminar. But as she watched and listened, she felt some kind of enthusiasm.

She graduated from Columbia in 2003 with a bachelor's degree and began her work in cybernetics. She learned to construct "brains" on paper.

In 2008, she got her PhD and joined United States Robots as a "Robopsychologist", becoming the first great practitioner of a new science. For fifty years, she watched the direction of human progress change and develop fast. Now she was retiring.

That, generally, was what I had. In short I had her professional life in detail. But that wasn't what I wanted. I needed more than that for my articles. Much more.

I told her so.

"Dr. Calvin," I said, "in the mind of the public you and U. S. Robots are identical. Your retirement will end an era and—"

"You want the human-interest story?" She didn't smile at me. I don't think she ever smiles. But her eyes were sharp, though not angry.

"That's right."

"Human interest out of robots? A contradiction."

"No, doctor. Out of you."

"Well, I've been called a robot myself. Surely, they've told you I'm not human."

She got up from her chair. I followed her to the window.

The offices and factories of U. S. Robots were a small city; big and well-planned.

“When I first came here,” she said, “I had a little room in a building right there where the fire-house is now.” She pointed. “It was destroyed before you were born. I shared it with three others. We built our robots all in one building. Now look at us.”

“Fifty years,” I said, “is a long time.”

“Not when you’re looking back at them. You wonder how they disappeared so quickly.”

“How old are you?”

“Thirty-two,” I said.

“Then you don’t remember a world without robots. There was a time when humanity faced the universe alone and without a friend. Now he has creatures to help him; stronger creatures than himself, more faithful, more useful, and absolutely devoted to him. Mankind is no longer alone. Have you ever thought of it that way?”

“I’m afraid I haven’t.”

“To you, a robot is a robot. Electricity and metal. Human-made! If necessary, human-destroyed! But you haven’t worked with them, so you don’t know them. They’re a cleaner race than we are.”

“We’d like to hear some of the things you could tell us. Our audience should know what you could tell them on robots.”

She didn’t hear me, but she was moving in the right direction.

“We sold robots for Earth-use then. That was when robots couldn’t talk. Afterward, they became more human and opposition began. The labor unions, of course, opposed robot competition for human jobs, and religious opinion was very negative. It was all quite ridiculous. And yet there it was.”



* *Am. E.* – Dr.; *Br. E.* – Dr

3. a) Before you do the next task look at the words you will need for it.

contradiction (*n.*) – a difference between two ideas that makes it impossible for both of them to be true.

devoted (*adj.*) – having great love for somebody / something and supporting them in everything.

labor union (*n.*) – an organisation of workers that aims to help them and improve pay or working conditions of work.

demon-creator (*n.*) – a person who invents something bad that can harm people.

dismantle (*v.*) – to separate parts of something, for example a machine.



b) Read the story again. Are these sentences true or false?

1. Doctor Calvin was born long before the U. S. Robot and Mechanical Men, Inc. was founded.
2. When Susan was twenty she went to the seminar where the first mobile vocal robot was shown.
3. The first robot was very small and good-looking.
4. Susan was so impressed that she couldn't stop discussing the seminar she visited.
5. She was the first person to become a practical psychologist for robots.
6. Many people called her a robot because she worked like a robot without breaks and holidays.
7. When she started her career they didn't have a lot of money or good working conditions.
8. Susan Calvin believes that robots are only clever machines.
9. A lot of different organisations protested against the production of human-like robots.

4. Discuss with your partner.

1. Would you like to create robots like Doctor Calvin? Why? Why not?
2. Do you agree that robots are only "Electricity and metal" or they can help people to become better?

3. Is creating a human-like robot dangerous? Why?
4. What are the pros and cons of owning a human-like robot?
5. What jobs can we give robots to do?
6. Would you like to have your own robot? Why? Why not?



A WEB PAGE MODEL

- 1** Work on your own or in pairs. Think of what Belarus is for you. It can be a place in your city or town or village or a famous sight of Belarus that is special for you. It can be a person you associate Belarus with, a person you know, your ancestor or a famous person. It can also be a tradition or activity Belarusian people do that makes you feel proud of your land.
- 2** Choose what you'd like to speak about. You have to prepare a web page about it for the website called MyBelarus.by. Include pictures, cut-outs from newspapers or magazines.
- 3** Get ready to present your page to your class.
- 4** Listen, look and choose the best page.

7

UNIT

TOURISM

LESSON 1. Tourism trends

Communicative area: talking about popular types of tourism

Active vocabulary: to tug at someone's heartstrings, stamping grounds, unconventional, voluntourism, to swear by smth, slum, to burst out of someone's comfort zone

1. a) Complete the questions with your own ideas then use them to interview your partner.

1. What's the ... place you've ever visited?
2. What is the ... way to travel?
3. Who is the ... person to travel with?
4. What was the ... holiday you've ever had?
5. ...

b) Answer your partner's questions. Say if you agree or disagree with your partner's choices. Check the answers on page 225.

2. a) Look at the pictures that show trends in tourism. In pairs discuss what people do on these holidays.





b)   Listen to the podcast about tourism trends. What pictures from ex. 2a show the types of tourism mentioned in the listening?

c) Match the words and phrases from the listening to their definitions.

1. to tug at someone's heartstrings	a) different from what is usual or from the way most people do things
2. stamping grounds	b) to get into a situation in which you feel comfortable and you do not have to do anything new or difficult
3. unconventional	c) a house or an area of a city that is in very bad condition, where very poor people live
4. voluntourism	d) a place that somebody likes and where they often go
5. to swear by something	e) to cause strong feelings of love or sympathy
6. slum	f) to believe strongly that something is effective or useful
7. to burst out of someone's comfort zone	g) a type of holiday in which you work as a volunteer

d) Read the statements about tourism trends mentioned in the podcast. Mark them as true or false.

- Tracing film locations made the places where those films were shot a popular holiday destination.

2. Travelling abroad to help others is what a lot of people do on their holiday.
3. Some people swear by voluntourism as a great way to learn about other cultures.
4. Siberian forests and the Amazon jungles are among popular destinations for slum tourism.
5. Slum tourism involves visiting different areas of a city.
6. Gastronomy tourism is about learning about the history of local dishes.
7. Jailoo tourism isn't suitable for people who enjoy the advantages of modern conveniences.
8. The only disadvantage of space tourism is the cost of it.

e)   Listen again and check. Correct the false statements.

f) Complete the statements with the missing words.

1. ... types of tourism are for people who have boring life.
2. ... is hardly an enjoyable activity. I'm too tired in my everyday life to work on holidays.
3. Everyone needs to ... of their comfort zone in order to evolve as a person.
4. Space travel is something that ... at my heartstrings.
5. It is always better to visit new places rather than coming back to the old ... grounds.
6. If you want to learn about people's culture and history enjoyably, then I ... gastronomy tourism.
7. ... and other unattractive parts of a city mustn't be accessible to tourists.

g) In groups discuss to what extent you agree to the statements. Make use of the phrases below.

Agreeing	Partial agreement
<i>I totally agree!</i>	<i>I agree up to a point, but ...</i>
<i>I couldn't agree more!</i>	<i>That's partly true, but ...</i>
<i>That's exactly how I feel.</i>	<i>That could be right if ...</i>
<i>That's a good point.</i>	<i>It's not as simple as it seems.</i>

Disagreeing
<i>I see things differently.</i>
<i>Absolutely not!</i>
<i>I'd say the exact opposite.</i>
<i>I'm not sure about that.</i>

3. a)  Read the information about suffixes and complete the sentences with correct forms of the words in brackets.



A **suffix** is a group of letters added to the end of a word. Suffixes are commonly used to form another part of speech based on a word. What you need to remember about suffixes is that they are only used with some words. When you write new words in your notebook highlight the suffix or arrange the words with the same suffixes in one column. Use flashcards or apps such as Quizlet to memorise these words.

Some common suffixes to form nouns are: *-ism* (tourism), *-dom* (boredom), *-hood* (neighbourhood), *-ese* (Japanese).

1. The culture of the ... mixes modern elements with traditional aspects. (Ceylon)
2. I don't feel ready for ... yet. (mother)
3. "O.K." is an ... now used all over the world. (American)
4. Harry Potter books have a really strong (fan)
5. Today the medal is awarded only for exceptional ... in battle. (hero)
6. There's little ... of a compromise. (likely)

- b)   Listen and check your ideas.

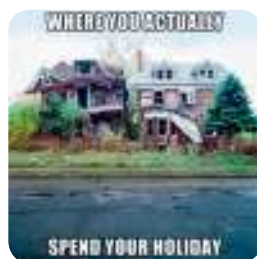
4.  Write a paragraph describing the type of holiday from this lesson that you would or wouldn't like to go on. Motivate your choice.

LESSON 2. At the travel agency

Communicative area: asking for travel information

Active vocabulary: tech-savvy, time-consuming, to plough through something, to stay on top of something, tailor-made, to get back on track, perk, linkers (however, nevertheless, although, yet, moreover, etc.)

1. a) Look at the pictures. Can you explain the joke?



b) Do you think it's better to plan your trip on your own or hire a travel agent? Why?

2. a) Match the words below with their definitions.

1. tech-savvy	a) taking a lot of time to do or complete
2. time-consuming	b) specially made for a particular purpose
3. to plough through something	c) to finish reading, eating, or dealing with something with difficulty
4. to stay on top of something	d) to continue as planned or expected, typically after a problem or distraction
5. tailor-made	e) an advantage or something extra, such as money or goods, that you are given because of your job
6. to get back on track	f) knowing a lot about modern technology, especially computers
7. perk	g) to be in control of a situation

b) Read the article about travel agents. Is it a good idea to hire one according to the article?

If you want to book a hotel room for your business trip or rent a bungalow to spend your summer holiday, you can simply type that into Google and do it on your own. You don't have to be tech-savvy to do that. However, after you click on the search button you will face thousands of responses that you will have to look through for hours. If such a prospect doesn't appeal to you, then hiring a travel agent is what you need to do.

Although the industry was predicted to slowly die out because of the websites such as tripadvisor.com, booking.com, etc., the reality is that people find planning a trip time-consuming and too tricky so they either end up coming back to the same old stamping grounds or they turn to the specialists for help. New hotels and resorts, visa issues and health insurance are just a few things you have to take into account while planning a trip, and travel agents are the ones who will help you to plough through this information overload. Here are the reasons to use a travel agent.

To begin with, they stay on top of tourism trends and they can help you find unconventional destinations, hotels and tours you wouldn't think of or wouldn't simply find on the Net.

Secondly, good agencies have experts in every kind of tourism, so if you're looking for a tailor-made tour or you want to get an exclusive tour of a famous art gallery, then a good travel agent is likely to have a lot of connections with other people in the industry that will help you find something that will tug at your heartstrings.

Thirdly, a travel agent can help you in case of emergency. Whether your flight has been cancelled, your luggage was lost or a natural disaster occurred while you are travelling, you can call someone who can help you get your trip back on track.

Finally, travel agents have specific relationships with airlines, cruise companies and individual hotels. As a result, they get automatic perks such as complimentary meals, room upgrades, free excursions, early check-in, etc., so travel agents can help you get more for the same price.

c) Without reading the text again try to remember why these were mentioned in the article.

Tech-savvy, tourism trends, tripadvisor.com, booking.com, connections, time-consuming, emergency, information overload, perks.

d) Check your ideas with the text.

e) Complete the questions with missing words and phrases from ex. 2a. Discuss the questions in small groups.

1. Do you think travel agents have to be ... to offer you more than websites can?
2. Can you think of any other ... of being a travel agent?
3. Have you ever ... loads of information to find what you need? Was it ... or could you deal with that quickly?
4. What are the advantages of a ... tour?
5. What do you have to do to ... trends?
6. What can you do to ... your trip ... if something goes wrong?

f) Which of these arguments do you disagree with? Why? Can you add some cons of using a travel agent?

3. a)  Look at the underlined words and phrases in the text in ex. 2b. What is the function of these words?

b)  Complete the rule below.



Linkers are words or phrases that we use to ... ideas. When we want to show the ... of the action, we use *so, as a result, therefore, consequently*, etc. When we want to ... more information, we use *moreover, what is more, in addition, also, to begin with / secondly / finally*, etc. If we want to show the ... between the ideas, we use *however, nevertheless, on the other hand, although*, etc.

c)   Listen and check your ideas.

d) Complete the paragraph with linkers. Compare with a partner.

... travel agents can be really helpful while planning a trip, there is only one person who knows what you want best. This person is YOU. ..., you already know everything about your travelling experience, ... you don't have to answer a hundred of questions before you start searching for a tour. ..., you aren't limited by the choice of tours an agent can offer you. ..., the tickets and accommodation can be much cheaper if you book them directly. ..., if for some reason you will not be able to go on a tour, you can get all your money back, without paying for an agent's service.

4. a)   Listen to the conversation at the travel agency. Which of these questions does the tourist ask?

1. What holidays do you offer?
2. Could you tell me something about it?
3. Does the travel insurance cover all the risks?
4. And how long does the tour last?
5. Is it the best holiday option you have?
6. What's the weather like there?
7. When is the departure date?
8. Could you tell me the price of the tour?
9. Do you think you could find another option?
10. Is that the best you can do?
11. What are the passport and visa requirements for my destination?
12. When is the best time of year to book this?

b) In pairs try to remember the travel agent's answers.

c)   Listen again and check.



5. a) Role-play. Work in pairs. You have 3 minutes to prepare for the conversation. Role-play the conversation.

Student A: Is an experienced traveller who wants to try something new. Get ready to talk about your previous tours, about your general likes and dislikes and what you expect from this new experience.

Student B: Is a travel agent who specialises in tailor-made holidays. Get ready to promote your agency's tours. Be flexible, try to meet the client's needs.

LESSON 3. When in Rome

Communicative area: talking about travel problems

Active vocabulary: to brush up on something, to immerse yourself in something, itinerary, to bite the bullet, to set off

1. Read the saying. What do you think it means?

When in Rome, do as the Romans do.

2. a) Work in small groups, think about what kind of problems or difficulties people travelling abroad might face. Have you ever experienced any?

b) Read the first part of the article and compare it with your list. Are there any things you haven't thought of?

While an amazing chance to explore a new place, travel is not without its ups and downs. Blogger Georgina Lawton – who shares her honest travel stories, tips and tricks on her blog

offers her experienced advice on what to do if disaster strikes on vacation.

The benefits of travelling are obvious – you try new things, broaden your horizons, discover how to interact with different people and learn how to be alone. If you're lucky, maybe you'll even fall in love or learn a new skill along the way. But what happens when disaster strikes? Because it will at some point, trust me on that one; some travel problems are pretty much inevitable. Whether it's getting sick, getting lost, or just getting fed-up with foreign climates, when you find yourself facing a travel problem or three, while hundreds of miles from home, it can push you to your limit and maybe even cause you to cut your trip short.



So that doesn't happen to you, I've chosen six of the most common travel problems.

1. Gross accommodation: So the hotel of your dreams doesn't quite match the images online. You arrive and find stain-covered carpets, a grime-covered bathroom and four cockroaches crawling way too close to your bed.

2. Getting sick: Falling ill in a country where access to healthcare may be limited or impossible can be scary. And if you don't have the language skills to explain your symptoms to healthcare professionals sometimes getting sick abroad can even be life-threatening.

3. Feeling lonely: It is normal to feel lost and confused on the road especially if you're going it alone, but it is a travel problem, feeling lonely or homesick can turn a dream trip into a total nightmare.

4. Language barriers: Not being understood in foreign countries is discouraging. In fact, it's making you feel more than a little alienated and frustrated.

5. Losing your stuff: You could have sworn you had your phone / passport / camera at that last bus terminal or hotel. And now you don't.

6. Delayed / missed flights: Nobody likes being stranded in an airport because of a delayed flight or missed connection and it can be one of the most expensive travel problems to put right.

c) What do you think are the solutions?

d) Read the second part. Match the pieces of advice and possible solutions to the problems in the first part.

1: It's never too late to brush up on your language skills; making even a very basic effort will endear you to locals and make your trip far more enjoyable in the process. Download a language app to practise anywhere, go to a local language school for a few hours a day and take each opportunity to immerse yourself in your new culture.

2: Be sure to keep in contact with your airline both before and on the day of flying. Check the status of the flight online and also through the airline app (if available) so you're always aware of any changes to your itinerary.

3: Bite the bullet and get out there to start communicating with people if you want to feel less alone. Although it might seem scary at first, learning a little of that foreign language is the only way to make solid social connections with others. Most of the time people will be receptive if they can see you're really trying.

4: Always pack a first-aid kit that is also equipped with any additional medication you might need to treat yourself. Also, check with your insurance provider about what's covered and what you should be taking.

5: Planning ahead for possible losses is smart; make copies of your passport before you set off, store the address and number of your foreign embassy in your phone or bag in case of emergencies and always split-store your money.

6: Simply knowing your rights as a consumer before you set off can put everything right. If you booked through a tour operator, they are responsible for fixing your issue and you should contact them right away. Similarly, if it's an *Airbnb** that's let you down, they offer assistance in finding a new place and / or a refund.

Adapted from liligo.com

* Airbnb – online platform which connects travellers and the people who want to rent out their homes.

e) Find the underlined words and phrases in the article to match the definitions below.

- a) to improve your knowledge of something already learnt but partly forgotten;
 - b) to become completely involved in something;
 - c) a detailed plan or route of a journey;
 - d) to force yourself to do something unpleasant or difficult, or to be brave in a difficult situation;
 - e) to divide money into two or more parts and keep it in different places;
 - f) to start on a trip.
- 

f) Complete the sentences with missing words from ex. 2e.

1. I always carefully plan the ... of my trip to make sure everything will go the way I planned.
2. Learning a language might be time-consuming but it's totally worth it as it allows me to ... myself into new cultures.
3. Sometimes it's necessary to ... and burst out of your comfort zone to get new experience and to overcome your weaknesses.
4. To ... the money when you travel is the best way to be on the safe side when you travel. I can swear by it.
5. I would like to try voluntourism one day, but I need to ... my language skills to do that.
6. If I had a chance to go film location tracing, I would ... immediately.

g) Change the sentences in ex. 2f to make them true for you. Compare with a partner. Try to give more information. How much do you have in common?

3. a) Here are some laws and customs of different countries. Read them and try to guess if they are true. Check the answers on page 225.

1. You can go to prison in Ireland if you pretend to use witchcraft, sorcery or enchantment.
2. In Turkey, you can't use Wikipedia because the government blocked the website from its citizens.
3. In Thailand, eating directly off a fork is considered rude; instead, people use forks to push food onto the spoon.
4. In Barcelona, you can be fined for wearing swimwear anywhere other than the beach.

5. It is illegal to wear camouflage clothing in Jamaica, Barbados and St Lucia.
6. You mustn't throw away a plastic bottle in Germany as the country's policy on recycling is really strict, but you can drop it at a recycling depot and get a refund.
7. The prices you see in US shops are not the ones you will pay. Sales tax will be added at the checkout, so get ready to be charged extra.
8. In France, it's illegal to take pictures of police officers or police vehicles, even if they're just in the background.

b) Give advice to people who want to visit countries mentioned in ex. 3a. Use the phrases below.



One thing you could / should / have to do is...
My personal recommendation would be...
I would (strongly) advise that...
It's generally a good idea to...
In this kind of situation, I would recommend...

4. a) As a class make a list of some laws and customs in your country / town.

b) In pairs, think of recommendations for people who want to visit you.

c) Present your ideas to the class. Vote for the best tips to make a guide for visitors to Belarus.

LESSON 4. #FollowMeTo

Communicative area: discussing travel blogging

Active grammar: verbs + prepositions

1. Look at the photos of popular tourist destinations. In pairs, discuss the questions below.



1. Have you ever been to any of them? What was it like?
2. Which one(s) would you like to visit when you have a chance? Why?
3. Are there any you would never go to? Why?

2. a)   Listen to the interview with a travel blogger. Which of the places in ex. 1 has she already visited?

b) Answer the questions.

1. Why was Lucy's last trip different from the ones she went on before?
2. What are her arguments in favour of using a travel agent?
3. How do you think Will feels about Lucy?
4. How did Lucy's first trip change her life?
5. Why does Lucy say "you don't have to be tech-savvy"?
6. According to Lucy, is it necessary to speak a foreign language? Why (not)?
7. What advice does Lucy give at the end of the interview?

c) These phrases were taken from the recording. Complete them with missing words.

1. ... imagine talking ... her in person.
2. ... one of the most thrilling adventures that have ever happened ... me.
3. They deal ... all the dull and time-consuming part of the preparation...
4. ... the places I've never heard
5. ... what I saw there really tugged ... heartstrings.
6. ... to cope ... you have to go through.
7. ... to get rid ...?
8. ... I guess that lead me ... point...
9. ... develops your trip ... a whole new experience.
10. ... that's what appeals ... them.
11. I would strongly advise ... going with a travel agent ...
12. Another thing which I've learnt ... my experience ...
13. ... it means to divide the money ... three or more parts...

d)   **Listen again and check.**

e)  There are no grammatical rules to help you know which preposition is used with which verb, so it's a good idea to try to learn them together. Write new verbs with prepositions in your notebook in a sentence or phrase. Use flashcards or apps such as Quizlet to memorise them.

Example: Her decision will depend on the test results.

3. a) Look at the photos and read about Murad and Natalia Osmann. What is the idea of **#FollowMeTo** project?



This Russian couple went viral back in 2011 when Murad posted on Instagram a photo of his girlfriend Natalia leading him by the hand in Barcelona. The photo gave a start to the series of pictures that were recognised by the hashtag #FollowMeTo. The photos were exhibited at Art Basel, one of the world's largest art fair, and the couple collaborated with National Geographic and NBC Channel and even wrote two books. Today they are married and work on their new project which aims at sharing their travel stories of the world's unique destinations and landmarks and giving a lot of advice to make the best of your travel experience.

b) Why do you think the photo series got viral?

c) If you were a travel blogger, what kind of blog would you start? What kind of trips would you go on? Who would you go with? Think of the answers to the questions and share them with your partner.

d)  Write a blog post about a place you've visited or a kind of tourism you would like to try.

LESSON 5. Extreme tourism

Communicative area: discussing different types of tourism

Active vocabulary: to have a head for smth, to go through a rough patch, to go beyond smth, last resort, to give smb a thrill, to give smb a boost, to pale in comparison

1. a)   Look at the pictures and match them with the types of extreme activities. Listen and check. Can you add some more?





a) snorkelling; b) volcano viewing; c) storm chasing; d) paragliding; e) bungee jumping; f) rafting; g) caving; h) extreme hammocking; i) mountain biking.

b) Which of them have you already tried? Which ones you would like to try?

2. a) Look at the word cloud based on a blog post. Work with a partner. Discuss why you think the words are mentioned in the post.

b) Do you know any interesting blogs about extreme tourist activities? Share your opinion.



3. a) Read the blog to check your ideas.

If anyone showed this photo to me three years ago and told me I would be one of the people in the photo, I would say they are nuts! I have never had a head for heights and just the thought of lying in a hammock hundreds of meters above the ground would make me pass out. But the truth is that I am



one of the people in this photo! It's been three years since I first tried extreme tourism and not only has it been thrilling but I'm also convinced it made me a better as a person, friend and professional.

I've always been keen on travelling and it's always helped me to relieve the stresses of everyday life. But at some point in my life when I was going through a rough patch, I realised I needed to go beyond the beaches and tourist spots. That's when a friend of mine suggested bungee jumping. It was something that helped her get back on track after a tough period in her life and she swore by it. None of the regular things I did to cheer myself up helped, so trying bungee jumping was my last resort. And I agreed. And that was one of the best decisions I've ever made! The jump gave me such a thrill that all of the things I used to worry about just turned into minor problems I was able to fix in a few days.

Apart from bungee jumping I tried paragliding, rafting, snorkelling, extreme hammocking and mountain biking. And here are the reasons I'm going to add more experiences to the list:

1. Facing stressful situations helps you learn how to deal with daily problems at home or at work in the most efficient way.

2. Extreme activities give you a real confidence boost and make you feel almost invincible. As you struggle to survive, such problems as traffic jams, queues, bad weather just pale in comparison with your adventures.

3. Outdoor activities are extremely beneficial to your health. You get much more fresh air than usual, you get a lot of enjoyment working out surrounded by beautiful scenery and it doesn't feel like hard work at all.

4. Studies have shown that people who are more active outdoors get better-stimulated parts of the brain which are responsible for learning and memory. So when you come back home, the benefits you got trying extreme tourism continue long after your experience.

I'm sure there are more advantages of extreme tourism, so let me know in comments if you have tried it and what you think of such activities.

b) Match the underlined words and phrases from the text with their definitions below.

- a) to be able to be in a high position without being afraid or feeling uncomfortable;
- b) to experience a lot of problems in a short period of time;
- c) to be more than or not limited to something;
- d) something that you only think of doing or using if all other methods fail;
- e) to give someone a sudden feeling of great excitement, pleasure, or fear;
- f) to improve or increase something;
- g) to seem much less serious or important when compared with someone or something else.



c) Read the comments. Decide which of them share the same point of view with the author of the blog.

AyDeeSea: I was so scared to burst out of my comfort zone, but I did and it was AMAZING!!! The excitement you get out of extreme tourism is just more than your wildest imagination!

Zachary the Quackery: Yeah, you have to bite the bullet to try any of these, but it's totally worth it! It makes you much more confident and ready to achieve anything you want.

EssJee: I don't think the best way out if you're having troubles at the moment is to put your life at risk. Sometimes it's better to go to stamping grounds (favourite place) other than stress out somewhere you won't feel safe.

Rinabob: I can't imagine myself bungee jumping or paragliding as I don't feel comfortable high up above the ground, but what you're saying is so appealing ;-) I think I might try canoeing, let's see where it'll take me!

Chef Steph: That's just not my cup of tea. I'd rather have a relaxing beach holiday, even if it doesn't sound as thrilling as any of your experiences.

Yaroslava-nova: I can't wait for the next week when I'll do my first skydiving jump without an instructor. Even the thought of it gives me the feelings of pleasure and fear at the same time.

ErnestC: I have been struggling with depression and my therapist offered me to try volcano viewing. It seemed absolutely crazy, but other methods didn't work for me and it was my last chance to start feeling better. And it worked! What I saw there tugged at my heartstrings and for the first time in a few years, I felt a spark of enjoyment. I think I'll follow in your footsteps and try other kinds of extreme tourism.

d) Paraphrase the underlined parts in the comments using the vocabulary from ex. 3a.

e) Do you agree with the author of the blog? Use the phrases from ex. 3c to support your ideas.

4. Play the game *Optimists and pessimists*.

One student is a tourist who would like to try a new type of tourism but he or she is not sure whether it is a good idea. Other students stand in two lines facing each other. On the one side, there are Optimists who should give as many arguments as possible to convince the student to go on that type of holiday. The other side – Pessimists – should give arguments against to make the student change his mind and choose a different type of holiday in the end. As the student walks between the two lines he or she asks for advice and listens to the arguments for and against. In the end, the student must decide if he or she would go on that type of holiday or not and provide the arguments which were the most convincing.

(In small groups it is possible to work in groups of three: student A – a tourist, student B – Optimist, student C – Pessimist. Students B and C compete to provide as many reasons as they can and when they run out of ideas, student A makes the decision.)



5. a) In small groups make a list of the top five types of tourism that everyone should try. Motivate your choice.

b) Present your ideas to the class.

LESSON 6. Travel in my life

Communicative area: talking about the importance of tourism

Receptive grammar: Complex Gerundial Constructions

1. a) Read some opinions about tourism and travel. Choose the one you like the best.

Only the travelling is good which reveals to me the value of home and enables me to enjoy it better.

Travelling makes a man wiser, but less happy.

No man should travel until he has learnt the language of the country he visits.

Worth seeing? Yes; but not worth going to see.

The traveller sees what he sees, the tourist sees what he has come to see.

Visits always give pleasure; if not the arrival, the departure.

b) Work in pairs. Explain your choice to your partner.

2. a)   Listen to the people talking about tourism. Match the speakers to the reasons they enjoy travelling.

Speaker 1	a) better climate
Speaker 2	b) inspiration
Speaker 3	c) an escape from reality
Speaker 4	d) making friends
Speaker 5	e) understanding another culture
Speaker 6	f) getting experience and motivation

b) In pairs discuss why the speakers mentioned the things below.

Speaker 1: cultural and historical background; Speaker 2: creativity; Speaker 3: perk ; Speaker 4: voluntourism; Speaker 5: business; Speaker 6: control.

c)   **Listen again and check.**

3. a) Put the statements from the interview together.

1. It was impossible to live through a single day without an employee	a) staying positive when the things went wrong.
2. I've never imagined myself	b) entering a university but seeing me happy helped to change their mind.
3. I know my parents have been dreaming of their daughter	c) failing a task or getting on my nerves.
4. Besides, a chance to watch them	d) coming back home.
5. I've learnt that being happy is all about your	e) looking for adventures or bursting out of my comfort zone.
6. It feels so great to go away for a while and even greater after my	f) enjoying every moment of their stay makes me really happy.

b)  **Study the information about Complex Gerundial Constructions on page 320. Then find these constructions in the sentences above.**

c) What is the role of the gerundial construction in each of the sentences above?

4. a) Is travelling important for you? Why (not)? In small groups share your ideas.

b) What kind of ideas / things / people can motivate you to travel? Can there be any negative motivation?

LESSON 7. Haunted

Communicative area: reading a brochure

1. In pairs, play the game *Love it or hate it* using the ideas below. Take turns to choose a thing and say why you love it or hate it. Your partner has to choose the opposite no matter if it's true about them or not.

Example: *Going on holiday alone*

Student A: I would hate doing that as it would make me feel really lonely and homesick.

Student B: I love going on holiday alone as it lets me immerse myself in a new culture and gives me more opportunities to make new friends.

1. Staying in a five-star hotel;
2. Having a relaxing beach holiday;
3. Going on holiday alone;
4. Travelling to the outer space;
5. Visiting a haunted castle;
6. Going on a tailor-made tour.

2. a) Read the brochures. Have you or anyone you know ever been to any of them?

1. Twenty meters of depth, 11,000 m² of total area, the Paris Catacombs have been attracting visitors for years since they were created. In the late eighteenth century, Paris authorities decided to relocate the city's cemeteries to an underground cite. With the remains of more than six million people, the place is truly one of the spookiest in the world. Some of the tunnels are still available for tours.



Opening hours: Tuesday to Sunday from 10 a.m. to 8:30 p.m.; the ticket window closes at 7:30 p.m.

Duration of visit: 45 minutes

The 1.5-kilometer circuit is one-way only. Entrance at 1, Avenue du Colonel Henri Rol-Tanguy and exit at 21 bis, Avenue René-Coty.

Constant temperature: 14°C

Children under fourteen must be accompanied by an adult.

The site is not recommended for the motor disabled, pregnant women, sensitive individuals or young children.

If you have questions concerning visit conditions and access to the Catacombs, please visit our website at catacombes.paris.fr/en.

2. The Kehoe House is a beautifully restored Renaissance Revival mansion. In 1892 Mr and Mrs Kehoe and their ten children moved into their new house. Unfortunately, two of the children died in that house and the house was sold. Later it was turned into a bed and breakfast which is world known for its service, style and location. Some guests have reported all sorts of paranormal activity at the Kehoe House. Is the house haunted? Visit us to find out the truth.



Have a Question? Many answers can be found on our FAQ page – [kehoehouse.com / faq.htm](http://kehoehouse.com/faq.htm) . And here's some info about Parking.

Need the Human Touch? That's why we're here 24 / 7! Send us a message through this Contact Us form or call 1-800-820-1020 anytime.

3. Nesvizh Castle is known not only for its gorgeous architecture and picturesque surroundings but also for its ghost, the mysterious Black Lady. Legend says that the spirit of Barbara Radziwill who was poisoned returned to the castle after her death. Visitors complained about strange creaks and noises and the silhouette of a lady dressed in black appeared in the windows of the castle. However, the ghost is believed to show up to warn about the dangers and troubles to come.



Tours around the palace are available at a daily basis. If you have already been to the palace, you can face more adventures on our quest tours “Secrets and Mysteries of Radziwill Palace” and “The old keeper’s secrets”. The tours are available for groups of 12–20 people. You can get information and order a tour by phone: +375 (17) 702-06-02 or visit our website – niasvizh.by/en.

4. Hoia Baciú is called the creepiest forest in the world. It is located in Transylvania, Romania. Visitors often complain about intense feelings of being watched as they travel through the forest. Some of the most common things people report seeing are ghosts, faces appearing in photos that are not visible with eyes, the failure of electronic devices and even some UFOs. If you’re looking for a supernatural adventure, then it’s the right destination for you. Just don’t forget before you set off – the place is only haunted if you bring your own ghosts.



5. The 800-year-old castle in Germany Burg Wolfsegg is a great stone monument known for its beauty as much as for its ghost stories. The most famous story relates to the wife of the owner of the castle, Klara Von Helfenstein. The marriage was unhappy as her husband was always away fulfilling his military responsibilities and Klara left alone at the castle became bored and lonely and started to look for others to keep her company. When her husband discovered she was in a relationship with another man he killed her. Ever since her murder a ghost of woman dressed in white appeared in the castle, often seen close to Klara’s bedroom. Though the history tells that in reality Klara outlived her husband, many still believe it is her spirit haunting the halls of Wolfsegg castle.



Opening times: May 30th to October 3rd, Saturday, Sunday and public holidays 10 a.m. to 4 p.m. Guided tours and additional opening by arrangement.

Please note! Wolfsegg Castle is unfortunately not barrier-free and due to its structural conditions (including several narrow stairs), it is only accessible to a very limited number for people with walking difficulties. If necessary, we recommend a telephone consultation before the planned visit.

b) Read the information again and mark the statements as True, False or Doesn't say.

1. The Paris Catacombs were found as an entertainment site.
2. The Catacombs form a circle, so when you finish your tour you get back to the entrance.
3. Mr and Mrs Kahoe were the owners of the Kahoe bed and breakfast.
4. It is possible to contact the staff at the Kahoe house.
5. The Black Lady is a friendly ghost.
6. Guided tours are the only activities available in Nesvizh Castle.
7. Hoia Baciú is the place that inspired Bram Stoker for creating Dracula.
8. Electronic devices react to the paranormal activity in the forest.
9. Klara Von Helfenstein was a noble and famous lady of her time.
10. Wolfsegg castle isn't available for people with walking difficulties.

c) Choose one of the places you would like to visit. Imagine what it would be like to spend a night there. In small groups share your ideas.

- 3.**  Find information about another famous place which is said to be haunted by ghosts. Write a brochure about this place.



LESSON 8. Alchemist

Communicative area: inferring meaning from context

1.   Listen to the excerpt from *The Alchemist*. Follow in the book. Be ready to answer the questions.

1. Where does the action take place? How do you know?
2. What is the weather like in this country? Why do people always sleep during the day in summer?
3. Explain the meaning of the words: We have to be prepared for change, he thought, and he was grateful for the jacket's weight and warmth.
4. Where is the boy going? Why is he so excited?
5. What was the boy's purpose in life? What did his parents want him to be?
6. How did the boy's father try to keep him from travelling?
7. What was his father's secret desire?
8. What was the most important thing for the boy?

The Alchemist

After Paulo Coelho



And now it was only four days before he would be back in that same village. He was excited, and at the same time uneasy: maybe the girl had already forgotten him. Lots of shepherds passed through, selling their wool.

"It doesn't matter," he said to his sheep. "I know other girls in other places."

But in his heart he knew that it did matter. And he knew that shepherds, like seamen and like travelling seamen, always found a town where there was someone who could make them forget the joys of carefree wandering.

The day was dawning, and the shepherd urged his sheep in the direction of the sun. They never have to make any decisions, he thought. Maybe that's why they always stay close to me.

The only things that concerned the sheep were food and water. As long as the boy knew how to find the best pastures in Andalusia, they would be his friends. Yes, their days were all the same, with the seemingly endless hours between sunrise and dusk; and they had never read a book in their young lives, and didn't understand what the boy told them about the sights and other cities.

... he gathered his jacket closer to his body. He knew that a few hours from now, with the sun at its zenith, the heat would be so great that he would not be able to lead his flock across the fields. It was the time of day when all of Spain slept during the summer. The heat lasted until nightfall, and all that time he had to carry his jacket. But when he thought to complain about the burden of its weight, he remembered that, because he had the jacket, he had withstood the cold of the dawn.

We have to be prepared for change, he thought, and he was grateful for the jacket's weight and warmth.

The jacket had a purpose, and so did the boy. His purpose in life was to travel, and, after two years of walking the Andalusian terrain, he knew all the cities of the region. He was planning, on his visit, to explain to the girl how it was that a simple shepherd knew how to read. That he had attended a seminary until he was sixteen. His parents had wanted him to become a priest, and thereby a source of pride for a simple farm family. They worked hard just to have food and water, like the sheep. He had studied Latin, Spanish, and theology. But ever since he had been a child, he had wanted to know the world, and this was much more important to him than knowing God and knowing about man's sins. One afternoon, on a visit to his family, he summoned up the courage to tell his father he didn't want to become a priest. That he wanted to travel.

* * *

"People from all over the world have passed through this village, son," said his father. "They come in search of new things, but when they leave they are basically the same people they were when they arrived. They climb the mountain to see the castle, and they wind up thinking that the past was better than what we have now. They have blond hair, or dark skin, but basically they're the same as people who live right here."

“But I’d like to see the castles in the towns where they live,” the boy explained.

“Those people, when they see our land, say that they would like to be here forever,” his father continued.

“Well, I’d like to see their land, and see how they live,” said the son.

“The people who come here have a lot of money to spend, so they can afford to travel,” his father said. “Amongst us, the only ones who travel are the shepherds.”

“Well, then I’ll be a shepherd!”

His father said no more. The next day, he gave his son a pouch that held three ancient Spanish gold coins.

“I found these one day in the fields. I wanted them to be a part of your inheritance. But use them to buy your flock. Take to the fields, and someday you’ll learn that our countryside is the best, and our women are the most beautiful.”

And he gave the boy his blessing. The boy could see in his father’s gaze a desire to be able, himself, to travel the world – a desire that was still alive, despite his father’s having to bury it, over dozens of years, under the burden of struggling for water to drink, food to eat, and the same place to sleep every night of his life.

* * *

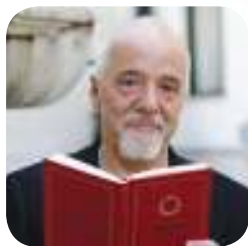
... The boy thought back to that conversation with his father, and felt happy; he had already seen many castles and met many women (but none was equal of the one who awaits him several days hence). He owned a jacket, a book that he could trade for another, and a flock of sheep. But, most important, he was able every day to live out his dream.

... Whenever he could, he sought of a new road to travel... The world was huge and inexhaustible... It’s the possibility of having a dream come true that makes life interesting, he thought...

2. Read about the book and its author. Have you ever heard his name? Have you ever read his books?

Every few decades a book is published that changes the lives of its readers forever. Paulo Coelho’s *The Alchemist* is such a book. With over 20 million copies sold worldwide, *The Alchemist* has already achieved the status of a modern classic.

This is the story of Santiago, an Andalusian boy who dreams of travelling the world in search of a treasure as extravagant as any ever found. From his home in Spain he journeys to the exotic markets of Tangiers and then into the Egyptian desert, where a fateful encounter with the alchemist awaits him.



The Alchemist is a transforming novel about the essential wisdom of listening to our hearts and following our dreams.

Paulo Coelho was born in Brazil and has become one of the most widely-read authors in the world today. His best-loved book, *The Alchemist*, has been translated into 42 languages. Paulo Coelho is a storyteller with the power to inspire nations and to change people's lives.

3. Discuss with a partner.

1. Do you like travelling? Have you seen a lot of different places?
2. Have you been to Spain? Would you like to go? Why?
3. What is your purpose in life?
4. Do you think it is more important to make your dream come true than to have food, drink and shelter?
5. Would you like to read *The Alchemist*? Why (not)?

LESSON 9. Guiding a tour

Communicative area: talking about the aspect of a tour guide job

1. Read the jokes about tour guides. Do they have anything in common?

A bus of tourists arrives at Runnymede. They gather around the guide who says, "This is the spot where the barons forced King John to sign the Magna Carta."

A fellow at the front of the crowd asks, "When did that happen?"

“1215,” answers the guide.

The man looks at his watch and says, “Damn! Just missed it by half an hour!”

* * *

A tourist was being led through the swamps of Florida. “Is it true,” he asked, “that an alligator won’t attack you if you carry a flashlight?”

“That depends,” replied the guide, “on how fast you carry the flashlight.”

* * *

A tour guide is leading a group through a museum in London.

“This mummy here is over 5,000 years old,” the guide told the group. “It’s possible that Moses saw it.”

A tourist raises her hand and asks, “When was Moses ever in London?”

2. a)   Listen to the interviews with tour guides. What kind of tours do they offer?

b)   Listen again and find the answers to the questions below.

	Hugh	Margot	Luis
1. Where do you work?	...	—	...
2. What does your job involve?	...	...	...
3. What are your job responsibilities?	...	—	...
4. Why did you choose this job?	—	...	...
5. What is the best / the worst part in your job?	...	...	—

c) Discuss the questions below in small groups.

1. Have you ever been on a guided tour? Share your experience. 2. Do you think a tour guide is a good job? Why

(not)? 3. What kind of personal qualities and skills does this job require? 4. Can you think of any perks of the job? 5. Would you like to be a tour guide? Why (not)?

3. a) Imagine your friend was going to visit your town for the first time and asked you to be their tour guide. Plan your tour. Use these ideas to help you get ready.

1. Think about what places your friend would like to visit.
2. Think of the activities that your friend is doing.
3. Get all the necessary information including opening hours, admissions fees, etc.
4. Find interesting facts, stories or jokes to tell about the places you are going to visit.
5. Plan your itinerary.

b) Present your tour plans to the class. Vote for the best tour.



A QUEST TOUR

1 Work in pairs or small groups. Create a quest tour for people who visit your town for the first time or for those who have already been there.

2 Think of the topic of the quest and whether all the tasks will be connected or not.

3 Think about what you would like your tourists to get at the end of the quest. For example, a guide on the town's spookiest places, a map of the best locations to take selfies, a biography of a famous person from your town, etc.

4 Prepare photos, videos, riddles and some realia to make your quest tour more entertaining.

5 Take your classmates on the tours you have created.

To ex. 2a p. 194: a) yoga tourism; b) voluntourism; c) health tourism; d) film location tracing; e) slum tourism; f) space tourism; g) ecotourism; h) gastronomy tourism; i) jailoo tourism.

To ex. 3a p. 206: all of them are true.

8

UNIT

AT HOME AND ABROAD

LESSON 1. Cultural ties

Communicative area: describing cultural ties of Belarus with other countries

Active vocabulary: a community, an embassy, cooperation, to establish, to gain, grassroots, humanitarian, joint

1. a) Look at the picture. What is its message?



b) Work in pairs. Discuss the questions.

1. Why do you think cultural ties between countries are important? 2. How many countries does Belarus have relations with? 3. What international organisations is Belarus a member of? 4. What are the main forms of cultural exchanges between countries?

2. a) Read the facts below. What do they have in common?

1. City twinning is one of the most effective forms of people's diplomacy that promotes world peace at **grassroots** level. Today Belarusian towns and cities have already **established** twinning links with 440 towns in more than 43 countries. They have

signed agreements on **cooperation** and are involved in various **joint** cultural activities, education support programmes, and **humanitarian** projects.

2. For more than 15 years the international satellite channel Belarus 24 has been telling the world **community** about modern-day Belarus. The channel programmes cover a wide range of issues and are available to viewers in more than 100 countries on four continents.

3. In 2008, the first Belarusian Cultural Centre was opened at the Belarusian **embassy** in Poland. Since then, four more such centres have appeared abroad and now people in Russia, Moldova, Pakistan, and China can **gain** access to relevant information about Belarus and its culture.

b) Which of the words in bold in ex. 2a mean the following?

1. to get something that is useful or gives you an advantage;
2. to make smth start to exist or start to happen;
3. relating to or involving ordinary people;
4. helping to improve the welfare of people;
5. shared by or belonging to two or more;
6. a group of people living in the same place or having a particular characteristic in common;
7. a group of officials who represent their government in a foreign country, or the building they work in;
8. a situation in which people or organisations work together to achieve a result that will benefit all of them.

3. a) A student has made notes for a report on Belarusian cultural ties. Complete them with the new words from ex. 2a.

Since Belarus 1. ... its independence it has 2. ... relationships with more than 170 countries. Cultural ties are one of the most effective tools that create conditions for peaceful dialogue between them. The Code of the Republic of Belarus on Culture states the main directions of cultural 3. ... of the country. Enriching the cultural life of Belarusians with the world cultural heritage is one of them. Others are acquainting the international 4. ... with Belarusian national culture and integrating it into world culture and global information space.

The main organisers of such international cultural events are the Ministry of Culture and the Ministry of Foreign Affairs. Belarusian **5.** ... abroad played an important role in promoting of Belarusian heritage through organising Days of Belarusian culture.

Information cultural centres are important for effective cultural ties. Among the first foreign centres that started their work in Belarus were the Goethe Institute, the Polish Institute, and the Information Resource Centre of the US **6.**

Belarus participates in cultural programme and projects of many international and regional organisations. UNESCO is an important partner that helps Belarus to integrate into the world **7.** A lot has been done to preserve Belarus' historical and cultural heritage. UNESCO is also connected with libraries and museums and there has been **8.**

The "Cultural Capital of the CIS" focuses on **9.** ... cultural events helps to create favourable conditions for **10.** ... between the CIS countries.

Non-governmental organisations (NGOs) have also contributed to the international cultural exchange. The oldest and most influential of them is the Belarusian Society for Friendship and Cultural Ties with Foreign Countries . It includes about **40** friendship societies with different countries.

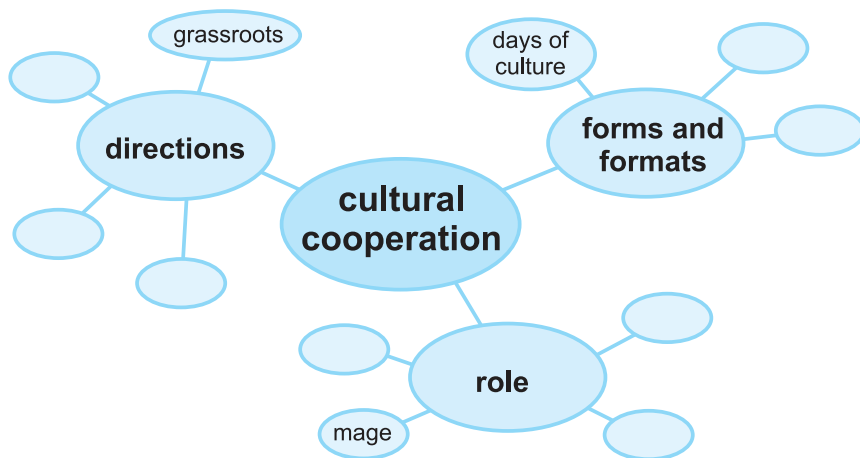
Relations also develop at **11.** ... level as well and include private and public initiatives.

The growth of cultural **12.** ... with other countries and international organisations has strengthened the position of Belarus.

b)   **Listen and check yourself.**



4. a) Copy and complete the mind map using ex. 3a for help.



b) Which of the points in ex. 3a can the facts from ex. 2a relate to?

c) Which of the directions of cultural cooperation is poorly covered in the notes? What other examples can you give to illustrate the statements in ex. 3a?

5. Have a roundtable talk. How is your community (school, town, district, etc.) involved into cultural cooperation with other countries? Use the mind map for help. What else can be done at grassroots level? Enlarge on your ideas.

LESSON 2. International forums

Communicative area: discussing and comparing international cultural events

Active vocabulary: a forum, a showcase, to foster, to introduce, to showcase, annual, contemporary

1. a) Work in pairs. What international events hosted in Belarus have you attended?

b) Look at the emblem of an international event. Answer the questions.



1. What kind of event is it? 2. What is the name of the event? 3. Where does it take place? 4. How often is it held?

c) Read the information about the event and check your guesses. Would you like to attend the upcoming festival? Why (not)?

It is one of the oldest international **forums** in Belarus where theatre groups from all over the world can gather together to **showcase** their national theatrical traditions and innovations. The **annual** International Theatre Festival *Belaya Vezha* in Brest was established in 1996 to **foster** greater understanding between individuals and cultures and has already gained recognition in the international festival community. Actors from 58 countries representing Europe, Asia, Africa, and Southern America have shown about 600 performances, each September producing a fascinating week of cultural activity. In 2019, the festival included performances by 28 theatre groups from 13 countries in 9 languages. The festival programme combines classical and **contemporary** drama, puppet shows, various street performances, and dance and modern choreography. In 2018, a nomination for children and youth theatre was **introduced**. Thanks to the *TheatreHDproject*^{*}, spectators also gained access to the best works of the British acting school. *Belaya Vezha* is a theatrical event of a competitive nature and grants several awards.

* A project that makes the best plays of the world's theatres accessible to everyone through cinema screenings.

2. a) Study the information about the new words. In what meaning are they used in ex. 1c?

Showcase – a) a glass box with objects for people to look at in a shop, at an art show, etc; b) an event that is designed to show the best qualities of smth or smb; c) to show the best qualities or parts of smth.



Contemporary a) modern, relating to the present time; b) belonging to the same or stated period in the past; c) a person who is the same age as you.

Introduce a) put smth into use, operation or a place for the first time; b) tell smb another person's name when they meet for the first time.

Foster a) take care of a child, usually for a limited time without being the child's legal parent; b) to encourage the development, or growth of ideas or feelings.

Annual a) based on or calculated over a period of one year; b) happening once a year.

Forum a) an organised event at which people discuss smth; b) a large outdoor public place in Ancient Rome used for business and discussion.



b) Complete the statements with the words from ex. 2a. Which of them are true for *Belaya Vezha*? Correct the false statements.

1. The ten-day ... event is held in early autumn. 2. The mission of the festival is to establish creative contacts and ... friendship and understanding between different countries. 3. The festival focuses on ... drama. 4. Throughout its history, the playbill of the theatre ... has featured about 600 performances. 5. Within the framework of the festival spectators were ... to the best Russian ballet performances on the screen of the cinema. 6. One of the principles of the festival is to ... different genres to all kinds of public.

c) Copy and fill in the table with the information about the festival from ex. 1c.

Name and type	Aim	Where	When	History	Participants and spectators	Interesting facts
...	...	...	...	...	...	...

3. a) Work in three groups. Read the information about the international event assigned to you: Student A, Student B or Student C. Add the information about your forum to the table in ex. 2c.

Student A



Founded in 1994, the Minsk International Book Fair has gained a reputation as one of the largest forums held in the capital. The five-day annual event held in February is a fine showcase for the national book publishing industry and fosters better relations between book publishers from the neighbouring countries and distant foreign countries. It is not just an important marketplace but a significant cultural and social event that attracts both professionals and general public. The programme of the exhibition includes seminars, roundtables, book presentations, meetings with authors, publishers and artists. Each year the number of participants grows and new ideas are added. In 2006, a guest of honour status was introduced. In 2019, 13 Minsk cafes invited readers to try dishes described in bestsellers by outstanding Belarusian and foreign writers. In 2020, the Fair featured about 400 exhibitors from more than 30 countries who gathered to discuss the main trends of the contemporary book market. More than 60, 000 people visited the exhibition hall at 14 Pobediteley Avenue. Some were attracted by literary quests and master classes, others by the chance to try their hand at recording audiobooks or get an autograph of a favourite writer.

Student B



The Minsk International Film Festival *Listapad* takes a special place in the contemporary culture of Belarus and not only. In 2003, it was officially recognised as an international festival. Ten years later, it gained a new status and made it onto the list of the world's most prestigious film forums that bring together famous filmmakers, actors and cinema fans. The festival, which takes place every November, was created in 1994 to foster intercultural dialogue between post-Soviet states. At first, the

majority of films were made by Russian directors but between 1996 and 2008 45 countries joined the Festival as directors, producers, jury and press. The festival and its programme have changed over the years. In 2007 the Documentary Film Competition was introduced and the next year the Children and Youth Films Competition *Listapadzik* was started. In 2019, a total of 154 films from 50 countries participated in the festival. During the week more than 200 screenings took place at 6 venues and about 20,000 people attended them. The festival also holds various workshops, discussions and exhibitions to provide an opportunity to learn from famous cinema experts and to discuss important problems related to the contemporary cinematography.

Student C

The Yuri Bashmet International Music Festival is one of the largest cultural forums. It has been part of the Belarusian music scene since 2006 and is held every autumn for two weeks. The message of the festival is promotion of classical art and fostering international cultural cooperation. It has gained a reputation because it features great contemporary



musicians and gives beginners a chance to showcase their talent and establish contacts. Part of the festival is the annual CIS Youth Academy that offers master classes, one-to-one lessons, and meetings with maestros. The festival that never stops to surprise has also introduced Belarusian audience to crossover projects – joint work of artists belonging to different styles or genres such as *Music and Circus*, *Classics Meets Rock*, *Music and Painting*. The concert *Night in the Metro* stands out both by the venue and time. It took place under the “starry sky” of the underground station of *Petrovshchina* and started at 2 a.m. The idea of a concert combining a live performance of an orchestra, a laser light show, and a fashion show was introduced in 2018 and it was such a success that it became traditional.

b) Work in new groups. Share the information about the events. Complete the table. Have you learnt anything new? Why do you think these events have gained popularity?

c) Do a quiz on the annual international forums held in Belarus.

Which of the forums...

1. is the youngest? 2. is an annual event? 3. is not held in autumn? 4. attracts a broader audience? 5. doesn't take place in the capital? 6. has an unusual venue? 7. is the shortest? 8. takes place later in the year?

4. Work in pairs. Discuss the questions below. How much do you have in common?

1. What other annual festivals or exhibitions held in Belarus do you know? 2. What can international festivals and exhibitions foster in your opinion? How? 3. What international forums would you like to take part in? 4. Would you prefer to visit a festival of contemporary or medieval music? Why? 5. What was the last festival you attended a good showcase for? 6. What changes would you introduce to improve the festival?

5. Discuss the situations in small groups.

1. You can visit 2 events, but only as a group. First, think of your own preferences, and then discuss the choice with your group.

2. Choose 2 other international events that would attract foreign tourists to Belarus. Explain your reasons.

LESSON 3. From Vitebsk – with love

Communicative area: describing and recommending a famous festival

1. Discuss the questions.

1. Have you ever been to a live concert? Did you enjoy the sound? 2. What festival do you associate with the symbol in the picture? What is the motto of the festival? What is the official name of the festival? 3. How are the names of Dimash Kudaibergen, Ruslana,



2. a) Read the information about the festival. Copy the timeline and mark important dates and events in the history of the festival. What new or surprising facts have you learnt about the festival?



The annual International Festival of Arts *Slavyansky Bazaar in Vitebsk* is the largest cultural forum in Belarus. It has been fostering the dialogue of cultures between different peoples and countries since 1992. During its history the festival has changed its name and status: it started as an international music festival, then became an international festival of arts, and in 1998 it got its present name.

The first ever festival gathered over a thousand participants from Belarus, Russia, Ukraine, the USA, Canada, Australia, Poland and Georgia. Next year, *Slavyansky Bazaar* became a member of the International Federation of Festival Organisations (FIDOF), broadening the geography of its participants. In 2000, the festival set a record by bringing together representatives of all the Slavonic nations. The festival has twice been awarded (in 2000 and 2004) the diploma *FIDOF Festival of the Year* for the quality of organisation, professionalism, hospitality, and promotion of noble humanistic aims at the international level. The first satellite broadcast of the festival was launched in 1996, which made it possible to watch the forum all over the world.

Through Art to Peace and Understanding award introduced in 2005 is given to artists, groups or organisations for their contribution to strengthening international cultural cooperation. In 2009, near the lower terrace of the Summer Amphitheatre there appeared the Walk of Fame (which was transformed into the Square of Stars seven years later) dedicated to the award winners. Among them are such composers as Andrey Petrov and Igor Luchenok, singers Vladimir Mulyavin and *Pesnyary*, Mikhail Finberg and the National Academic

Concert Orchestra and others. Each of them has a special sign – a cornflower with the name of the person and the year when the award was received.

b) Prove that ...

1. the festival is a significant, large-scale cultural forum;
2. it has gained worldwide recognition; 3. the Square of Stars is worth seeing; 4. the festival has become a trademark of Belarus.

3. Read another article about the festival and answer the questions.

The festival is proud of its long-standing traditions. However, with every passing year its programme becomes more varied and includes new projects and events presenting contemporary art and folklore of various countries. The International Song Contest in Vitebsk has always been the highlight* of the festival. The International Children's Song Contest became its integral part only in 2003. Both contests aim at promoting young talents, musical culture and art. Best singers are invited to perform and showcase their talent to impress the panel of judges and the audience. The winners then take part in the gala concert held on the main stage – the Summer Amphitheatre.

The programme of *Slavyansky Bazaar in Vitebsk* includes concerts, creative nights and recitals (*сольные концерты*). Charitable concerts with popular artists have always got an enthusiastic response. Traditionally, famous foreign guests perform in Vitebsk. The festival's playbill has featured such world stars as Chris de Burgh, Londonbeat, Julio Iglesias Jr, Didier Marouani and many others.

Along with gigs by Belarusian and foreign performers, fascinating cinema and theatre shows the audience enjoys the *Seven Winds* art fest which includes theatre, music, performance, choreography, fire show and visual art. It is hard to imagine the festival without its open-air exhibitions of modern artists. National crafts and trades are presented at a traditional fair *Town of Craftsmen*. All in all there are about 70 various entertaining events to choose from.

The programme for the youth is held in Victory Square all night through. It features the performances of youth subcultures, participants of youth orchestras and bands, knight clubs.

The festival caters for different ages and tastes and draws in people from different walks of life. One of the reasons why they come back is the sense of community and warm and friendly atmosphere. For five happy days in July they can dance, listen to music, play and enjoy creativity.

1. What proves that the festival is still developing? 2. Which of the festival's two main contests is older? 3. Who is invited to take part in two main contests? 4. Why is Slavyansky Bazaar classified as arts festival, not just as a folk or contemporary music festival? 5. What kinds of events does the festival include?

* = an important event

4. a) Are the following statements about the festival and its museum true or false?

1. The whole tower is dedicated to the festival.
2. There are about 500 exhibits in the museum.
3. The Grand Prix of the festival has changed its look a few times.
4. There are participants of the festival on all the continents.
5. One petal (*лепесток*) equals 100 cornflowers.

b)   Listen to the extract from the interview with a museum guide and check yourself.

c)   Listen again. How are the pictures related to the festival?



1



2



3



4

5. Work in pairs. Role-play the following situation.

Student A: You are a British high school student, a huge fan of the Eurovision song contest. You've never heard of *Slavyansky Bazaar in Vitebsk* and it's hard for you to believe it's worth visiting.

Student B: You are a Belarusian school student. You are a devoted fan of the International Festival of Arts *Slavyansky Bazaar in Vitebsk*. Tell your British friend about the festival to make him visit the event this year.

LESSON 4. Keep it alive, pass it on!

Communicative area: describing Belarusian rites and rituals as part of the national cultural heritage

Active vocabulary: to ensure, to pass on, to revive, to safeguard; prefix *en-*

1. Work in pairs. Discuss the questions.

1. Have you ever jumped over a bonfire at Kupalle? 2. Do you cook and eat pancakes on Pancake Day? 3. When was the last time when you dressed up and went caroling or trick-or-treating? Did you enjoy it?

2. a) Read the information about a UNESCO initiative. What do you think of it?

Understanding intangible [ɪn'tændʒəb(ə)] cultural heritage (ICH) of different communities fosters intercultural dialogue and encourages mutual respect for other ways of life. Unlike the items on the UNESCO World Heritage List, ICH cannot be touched. Customs, rites, etiquette, skills, practices, songs, foods are types of its expression. The UNESCO convention adopted in

2003 describes ICH as traditional, contemporary and living at the same time, which means that it is constantly changing and evolving, and being enriched by each new generation.

To **ensure** that it is **safeguarded**, the List of Intangible Cultural Heritage was established in 2008. The list is divided into three categories. The representative list has elements that demonstrate the diversity of cultural heritage and raise awareness about its importance. Different reasons have endangered some elements to the point that they can no longer be held or **passed on** from generation to generation. The safeguarding list contains those cultural elements that are in need of urgent measures to **revive** and keep them alive. There is also the best practice list that includes the best examples of the protection and recognition of intangible cultural heritage by communities and governments. The list registered 549 elements in 127 countries as of the end of April 2020. On the list there are 3 intangible culture elements from Belarus, which signed the convention in 2004.

b) Which of the words in bold in ex. 2a mean the following:

1. to give something to someone after someone else gave it to you; 2. to bring something back to life, health or use; 3. to protect from harm or damage; 4. to guarantee.

c)  The word *ensure* is formed with the help of the prefix *en-*. Find four more words in ex. 2a with the same prefix. Answer the questions and complete the formula.

1. What part of speech are the words? 2. What part of speech is the prefix added to? 3. Do prefixes usually change the meaning or the part of speech of the original word? What about the prefix *en-*? 4. Which of the words mean: a) to put into something?; b) to provide with something?; c) to cause to be something? 5. If you add the prefix *en-* to the words *able*, *circle*, *large*, *code*, what will the new words mean?



Prefix *en-* + 1. ... / 2. ... = 3. ...

d) Discuss the questions.

1. Why is ICH important? 2. What examples of ICH elements that are passed on from generation to generation in your community can you give? 3. Is it enough to put an element on the UNESCO list to safeguard it? 4. What should be done to ensure the safeguarding of living heritage? 5. Who or what should take measures to revive endangered elements? 6. In which category of the List do you expect to find the Belarusian elements of ICH? Why?

3. a) Listen to the first part of the programme about one of the latest additions to the UNESCO List of ICH. Answer the questions.

1. What is the name of the intangible culture element described in the programme? 2. When was it put on the UNESCO List? 3. Where is it practised? 4. Why is it performed? 5. How did the CNN describe the community? 6. When was the rite revived? 7. When is it performed?

b) Look at the pictures. Match them to the words from the box.



a) an apron	e) a rake
b) an eight-point star	f) a loaf of bread
c) a wreath	g) a rushnik
d) a circle dance	

c) Work in pairs. How can you combine these elements in a rite?

d) Listen to the second part of the programme. Check your guesses. Put the pictures in the order they are mentioned.

e)   Listen again. Are the statements true, false or no information is given? Correct the false ones.

1. Cattle are led to the field for the first time on the morning of St Yury's Day.
2. Only women can take part in the rite.
3. The Karahod is decorated with paper flowers and twigs of fruit trees.
4. The symbolic arch is made of wreaths.
5. A man buries a piece of brown bread in the field.
6. The red apron is changed for a green one before the procession returns from the field.
7. When performing the circle dance participants move clockwise and sing ritual songs.
8. The Karahod is shared with all the residents of the village.

4.  Work in groups of three. Get a card from your teacher and do the quiz about the Kalyadny Tsars and the Budslau Fest. Who is the winner?

5. Work in small groups. Your foreign guests want to dive into the intangible cultural heritage of Belarus and to take part in a rite. Before the beginning of the rite participants of all ages gather together to learn, practise and review the required skills. What would you explain and show to your guests?

LESSON 5. Belarus day

1. Work in pairs. Discuss the questions below.

Communicative area: discussing and presenting cultural exchange news

1. Do you think people abroad know much about our country and its culture? 2. What bodies and institutions are involved in fostering cultural relations? 3. What can be done to gain admirers of Belarusian culture abroad?

2. a) Read the news items. Do all the pictures relate to the appropriate pieces of news? What do they all have in common?

1. The Belarusian Spring Festival became a cultural event featuring rich folk traditions and intangible heritage of Belarus. Visitors could see an information and photo exhibition and watch a performance of the ethno-rock



band *Vetakh* that included spring folk rites, songs, dances and bird welcoming. The director general of the UN Office received bird feeders that would be placed on the trees in the historical park of the UN Office. The event was organised by Belarus' Permanent Mission in Geneva in cooperation with the Ministry of Culture of Belarus.

2. Belarus artwork exhibitions and presentations were organised with the support of the Belarusian embassy in London on 2-12 April. The Belarusian designer Anastasia Falkovich presented her unique collection of clothes with national motives. The *Step BY step* exhibition



was a showcase of contemporary Belarusian art. It invited everyone to talk about such universal values as happiness, joy, beauty, and kindness. The photo exhibition *75* was dedicated to the anniversary of the liberation of Belarus from the Nazi invaders. It featured the works of Anastasia Andreichikova, a Belarusian photo artist, and the project *Belarus Remembers*.

3. BelTA reports that more than 150 people sang the Belarusian Anthem in Paris. The campaign *Let's Sing the Anthem of Belarus Together* began with the Belarusian embassy in France. It was dedicated to the celebration of Independence Day of the Republic of Belarus and took place in the square opposite the Louvre. Spectators could also enjoy Belarusian

songs and dances performed by the folk music, dance and song company *Rey*. Among those who joined the campaign were 30 former students of the Franco-Belarusian theatre association. Some of them came from Canada and Tunisia to support the campaign.



3

4. The Days of Belarusian Culture in Oman were packed with events. The opening ceremony took place on the stage of the House of Musical Arts of the Royal Opera House in Muscat. The Belarusian State Dance Company *Khoroshki* offered their best performance which was based on Belarusian folklore and history. The cultural programme also featured the exhibition *Patterns and Symbols: the heritage of the Belarusian ornament*. The exhibition from the collection of the Belarusian National Arts Museum highlighted the historical and cultural value of the Belarusian ornament, its religious and philosophical ideas.



4

5. The visit of the Director of the National Library of Belarus to the Presidential Library of Turkey fostered Belarusian-Turkish humanitarian cooperation. The new library, which officially opened on 20th October 2018, became the 25th institution to receive a gift from the National Library of Belarus: the facsimile editions of the Book Heritage of Francisk Skorina and a set of books as part of the *Belarus Today Project*. The project was launched in 2010. Best Belarusian editions reflecting the history and culture of the country, its socio-economic and political life are annually given to the largest world libraries.



5

b) Explain what they are and why they are mentioned in the news. How are they connected with cultural cooperation?

Vetakh, Khoroshki, Rey, 75, Belarus Today Project, step BY step, Patterns and Symbols.

c) Work in pairs. Answer the questions below.

1. Which of the news items are about books / exhibitions / photo exhibitions / presentations / performances / folk music, dances or rites?
2. Which of the events were organised by Belarusian embassies?
What other institutions are mentioned? In what connection?
3. What countries are mentioned?
4. What do you know about other events that presented Belarusian culture abroad? Who organised the events?

3. a)   **Listen to the news bulletins. The news readers have made some factual mistakes. Find and correct them.**



b) Work in pairs. Practise reading the news items. Who is the best news reader?

4. a) Work in groups of three. Discuss the questions below.

1. Would any of the news reports interest you? Why?
2. What makes a piece of news interesting?
3. What people are involved in the news production? What do they do?

b)   **Use the information given by the teacher to write a piece of news on cultural cooperation to present to the audience.**

c) Present your piece of news to the class. Vote for the best and most professionally presented news item.

LESSON 6. Overseas friends

Communicative area: discussing hosting and being an exchange student

Grammar: modal verbs *can, could, be able to* and their functions (revision)

Active vocabulary: to sign up for, a comfort zone, a culture shock, overseas

1. a) Replace the words in brackets with the ones from the box. Discuss the new questions.

comfort zone • a culture shock • signing up for • overseas

1. What is an (foreign) student exchange programme? 2. Does your school offer any programmes of this kind? 3. Have you ever participated in a programme like that? Did you experience (a feeling of uncertainty and confusion when living in a community different from your own)? 4. Have you ever considered (joining) an exchange student programme? Why? / Why not? 5. Do you think you are courageous enough to step outside your (a situation when you feel comfortable or at ease) and become an exchange student?

b) Match the captions to the cartoons and answer the questions.

- a) Fluffy's first and last day as an exchange student.
b) Do you think this overseas student exchange is gonna work out?
c) Oh, it must be our new exchange student.



1



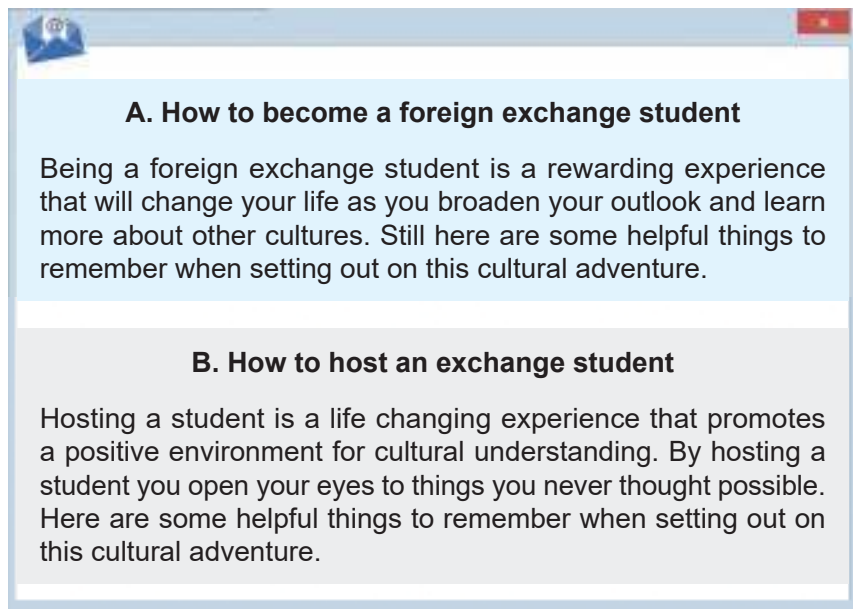
2



3

c) What idea do the authors want to highlight? Do you agree with them? Why (not)?

2. a) You are going to read two articles giving tips to those who would like to take part in an overseas student exchange programme. Put the tips to the right article.



A. How to become a foreign exchange student

Being a foreign exchange student is a rewarding experience that will change your life as you broaden your outlook and learn more about other cultures. Still here are some helpful things to remember when setting out on this cultural adventure.

B. How to host an exchange student

Hosting a student is a life changing experience that promotes a positive environment for cultural understanding. By hosting a student you open your eyes to things you never thought possible. Here are some helpful things to remember when setting out on this cultural adventure.

1. It is perfectly acceptable for you to establish reasonable ground rules. For example, if your own children **can't** stay out after 10 p.m. on school nights, you should let your exchange student know that he / she has the same responsibilities (1).

2. Firstly, ask yourself why you want to undertake this step. If all you want to is learn a certain foreign language, you could just sign up for a foreign language class. You must understand that being abroad has much more to do with culture and experience than just language skills. However, learning the language is also a very good benefit that the exchange experience can bring.

3. Learn about them. The sooner, the better. Get their e-mail address and you **will be able to** begin communicating with them before they arrive (2).

4. Look for people that have had this experience. Ask them why they decided to sign up for the programme, where and when they travelled and what the biggest benefits they got after the exchange programme conclusion were.

5. Different countries have different options open to high school and college students to study and live overseas. Think about which countries you would like to live in, but remember that ANY COUNTRY and ANY CULTURE is amazing. The exchange experience is not limited by countries. Be sure that any place can bring you an amazing experience.

6. Be polite and mind your manners. However, politeness and manners differ from culture to culture. Try to learn about the exchange student's culture beforehand. Discussing these differences in manner can be an important way to share knowledge of each other's cultures.

7. Choosing the programme will require some research and planning. Find out which options you would be fit for and what criteria they have for students, what the cost is and whether scholarships are possible. **And don't worry, you can't fail if you take it seriously (3).**

8. Spend time with them. Chances are they won't be able to visit you for a long time, if they do visit you again. Take them to the beach and teach them games that don't exist in their culture. Hosting an exchange student is something you will remember for the rest of your life, and hopefully you will remain lifelong friends.

9. Make them part of the family. If you have chores or simple tasks in your households, let them be a part of it, too. **Chores could include dishes, taking out the trash, or even walking the dog (4).** Involve your student in the daily responsibilities of your home life and they will feel more like a family member than a visitor.

10. **It is good if you can speak the language of the country you are going to (5). If you can't, learn at least the basic things of the language (6).** Buy a dictionary of whatever country you are going to. **It would help if you were able to locate a pen-friend from that country (7).**

11. Be open to learning. Encourage your students to share their experiences and traditions with you, just as you are doing with them. The learning experience runs both ways – this is one of the most exciting things about being a host!

b) Discuss the questions.

1. Who in your opinion wrote the articles: a marketing manager of an international travel agency or a high-school student who has had the experience? 2. Which tips were easy to predict? 3. Which piece of advice seemed unexpected? 4. Which would you prefer: being an exchange student or playing host to an exchange student?

c) Add at least one more tip to each article.

3. a)  **Match the highlighted sentences with modal verbs in ex. 2a to the functions of the modal verbs in the box.**

ability • lack of ability • prohibition •
impossibility • possibility

b)  **Read the Grammar Reference section to check your ideas. Answer the grammar questions on page 323.**

c) Find more examples illustrating different functions of the modal verbs in ex. 2a.

d) Complete the statements with the suitable form of the modal verb *can*. Do you agree with them?

1. Exchange students ... (not) do any chores about the house.
2. Hosting an exchange student ... be a stressful experience.
3. With preparation and knowledge about the new environment, exchange students ... (not) experience culture shock.
4. In a host family you should always ask if you ... do this or that.
5. You ... (not) sign up for an exchange programme if your parents are against it.
6. If you ... (not) play host to an exchange student because your parents are against it, you ... apply to become an exchange student yourself.
7. Becoming a foreign exchange student is a big decision and you ... (not) take it lightly.
8. Stepping outside your cultural comfort zone ... be awkward, it ... be scary and it is not worth it.
9. The host family ... be a make-it or break-it detail of the study abroad experience.

4. a) If you were playing host, what rules would you establish for an exchange student?

b) If you were an exchange student, what would you ask permission about?

5. a) Work in groups of 3. Make a list of exchange programme benefits and a list of problems an exchange student could face.

b) Role-play the conversations in the situations below. What was the result in each situation?

1. A smart high school student wishes to study overseas and live in a host family for a year. Their family are totally unsupportive. The father is afraid that the child won't be able to prepare well enough to go to university while the mother thinks the separation could break her heart.

2. The family has applied to become hosts for an exchange student. Their adolescent son / daughter doesn't see any reasons to do it, saying they wouldn't tolerate a stranger in their home.

3. A teenager has read an article about an exchange programme and is eager to host a foreign student next month. The family think the idea is half-baked and they are not ready yet.

LESSON 7. An experience of a lifetime

Communicative area: giving opinion on an exchange programme experience

1. Discuss the questions.

1. Do you know anyone who has been on an overseas student exchange programme? How did they learn about it? 2. What organisations can you apply to if you want to sign up for such a programme?



2. a) Read the information about some overseas student exchange programmes. Answer the questions.

1. The Sports Visitor Programme – Youth Soccer and ESL camp is an intensive two-week exchange programme for youth athletes aged 15–21 years, who will play soccer and continue developing their English skills in a practical, fun, and sport-focused summer camp. The activities combine on-the-field sports training and off-the-field in classroom workshops, community engagement, and site visits, which deepen participants' understanding of the United States. The programme tries to maximise interaction with American peers. Participants will primarily stay in university dorms, however in certain instances, they will stay with host families.

2. The Benjamin Franklin Transatlantic Fellowship (BFTF) is an intensive four-week exchange programme for young people aged 16–18 years. It was created to foster relationships between young Europeans and Americans. Participants will learn more about volunteer service, conflict resolution, problem solving, communication skills, critical thinking, tolerance and respect for diversity, youth leadership, team building, and the media. The programme consists of a series of lectures, workshops, seminar discussions and presentations combined with community service activities, site visits, social and cultural activities, and homestays with American families to deepen participants' experience of U.S. society during their exchange. Upon their return home, participants will carry out service projects in their communities and present their project plans to a youth-serving or youth-centered organisation in their home country.

3. OneBeat is a month-long programme for young adventurous musicians (aged 19–35) from around the world to jointly write, produce, and perform original music, and develop strategies for arts-based social engagement. It is regarded as a powerful new form of cultural diplomacy. At the beginning of the programme participants work together to create original material, record new musical ideas, and foster new projects. Then OneBeat fellows go on tour, performing for a wide range of American audiences, cooperating with local musicians, and leading workshops with youth. After the completion of the programme, OneBeat musicians return to their home countries

to launch joint projects designed to make a positive impact on local and global communities.

1. Which of the programmes is the shortest? 2. How old should candidates be to sign up for the programme? 3. Do all programme participants stay with host families? 4. What kind of activities are each programme participants involved in? 5. What does each programme offer for participants to deepen their experience of another society? 6. What are participants required to do after the end of the programme?

b) Which of the exchange programmes would you like to sign up for? Why?

3. a)   **Listen to a participant of one of the programmes speaking about her experience. Which programme does the girl take part in?**

b)   **Listen again. What doesn't the participant speak about?**

The history of the programme; goals of the programme; how she signed up for the programme; her feelings about the programme; participants; the subjects they discussed; her project; trips; other activities; food; the daily routine; the place they stayed in; culture shock; problems; benefits.

c)   **Are the statements true or false? Correct the false ones. Listen and check yourself.**

1. There were more Americans than Europeans among the participants.
2. The participants of the programme stayed with host families all the time.
3. The programme took place in June.
4. The girl fell ill at the end of her stay.
5. The girl has made a lot of international friends.

d) What questions would you ask to find out more information about the girl's experience?

4. Imagine that participants of the programmes described in ex. 2a are invited to your school. Role-play the conversation with them.

LESSON 8. Dialogue of cultures

Communicative area: comparing and describing one's personal experience of contacts with people representing different cultures

1. a) Work in pairs. Complete the definition of a dialogue of cultures with the words from the box. Some of them can be used more than once.

a • an • and • between • in • of • or • to • which



1. ... open; 2. ... respectful exchange
3. ... views; 4. ... individuals; 5. ... groups belonging;
6. ... different cultures; 7. ... enables them;
8. ... live together peacefully; 9. ... constructively;
10. ... a multicultural world; 11. ... develop;
12. ... sense; 13. ... community; 14. ... belonging.

b)   Listen and check yourself.

c) Why is the dialogue of cultures important?

2. a)  In 2 minutes write down a list of situations in which you can establish contacts with your contemporaries from other countries. Compare with your partner's.

b) Read the list below. Which of the ideas are on your list and which of them are new? Which of them are (would be) the easiest to realise / (would) push you most out of your comfort zone?

Taking part in an international online project; using social network; going on an exchange student programme; travelling overseas; playing host to an exchange student; attending an international Model UN conference; being a member of a keypals club; taking part in international school festivals; attending Days of Foreign Cultures in Belarus; going on tour as a member

of a folk / dance group or a sport team; helping out foreign tourists you meet in the streets; establishing contacts with those who come to our country within the framework of humanitarian projects; taking part in events organised by the Belarusian Society for Friendship and Cultural Ties with Foreign Countries; working in international volunteer camps; postcrossing; taking part in humanitarian projects; online gameplay / playing networked videogames.

c) Classify them into the following categories: 1) you have experienced; 2) you'd like to experience; 3) seem not realistic for you. Put them in the order from the most to the least important for you.

3. a) Read the following extracts. Where could they be taken from?

1. It's hard to say what the highlight of the project *Safeguarding Intangible Cultural Heritage* organised by the Belarusian Association of UNESCO Clubs was. Each day of the week we, 15-17-year-olds from Armenia, Latvia, Romania and Belarus, spent together was interesting and unforgettable in its own way: discussions, excursions, quests, presentations and workshops. During the national days we acquainted each other with our countries and cultures, tasted national dishes and taught each other how to say some basic words in our languages. However, the conference *Living Heritage* where we discussed questions of safeguarding ICH impressed me most. Representatives from the embassies of the countries taking part in the conference were also invited. Besides our reports, high school students from Belarus presented their own ones. After the theoretical part there were workshops on folk dances, folk games and crafts.

2. What do you do with a teen whose summer holiday plans amount to sleep and Snapchat? Try an international summer camp with its daily diet of screen-free outdoor fun. Now quite a lot of kids are waking up to the delights of a parent-free adventure overseas. For the right teenager hungry for a bit of adventure and keen to broaden their horizons, an overseas camp is a chance to show real independence, make lifelong cross-cultural friendships and maybe even pick up a new skill or two.

Camp California located in a small village on the Adriatic Sea is a real deal. Since 2003 it has hosted over fourteen thousand children from over 40 different countries around the world. The camp language is English and there are lots of things going on to bring kids together. With leisure activities in water and land sports, arts, performing arts, adventure sports and teen programmes the camp offers a variety of activities and programmes for all ages and interests.

3. Hi there. Remember I've told you about the essay contest? The one organised by the Goi Peace Foundation from Japan? I've finished the rough copy! I know that I will have to do a lot of work before I finally send it. Yet I've made the first step. It was so exciting to describe what an ideal world would be like in ten years from now! A few of my classmates are also thinking about joining in. Believe it or not but last night I was even dreaming about receiving an award at the award ceremony in Tokyo!

b) What ways of establishing contacts do they describe in ex. 3a? What do you think of them? Which of them have you experienced? Would you like to be engaged in the activities? Why (not)? Which of the activities appeal to you most?

4. Do a class survey.

5. a) Make a mind map to describe possibilities and your personal experience of communicating with people representing different cultures. Think about your attitude to them, who or what can help you.

b)  Write a short essay (100 words) about it. Use ex. 5a for help. Don't forget about the introductory and final statements.

LESSON 9. Ask a foolish question

Communicative area: inferring meaning from context

1. Discuss the questions below with your partner.

1. How often do you ask questions? 2. Where do you ask most questions? 3. What's more difficult: to ask or to answer

questions? Why? 4. Where do you go to get your questions answered? 5. What's the most common question you ask? 6. What questions do you not like to answer? 7. What are the most stupid questions anyone has ever asked you? 8. What is life's biggest question?

2. a)   Listen to the beginning of the sci-fi short story *Ask a foolish question* by Robert Sheckley. Answer the questions.

1. What is Answerer? 2. How did he appear? 3. What did he wait for?

less-sophisticated races – менее искушенные цивилизации

depart – уходить, отбывать

legitimate question – правильно поставленный вопрос

b) Work in three groups. Read your part of the story. Answer the questions. Share your answers with the other groups.

1. What were the creatures described like? 2. What important questions did they want to get answers to? 3. Did they see the questions of other races as important?

Part A

“We’re going to find the Answerer!”

Lingman nodded at his young partner. Originally it had been Lingman’s project. Then Morran had joined him. Together they had traced the rumors across the solar system. The legends of an ancient humanoid race who had known the answer to all things, and who had built Answerer and departed.

“Think of it,” Morran said. “The answer to everything!” A physicist, Morran had many questions to ask Answerer. The expanding universe; planetary formation; red shift, relativity, and a thousand others.

“Yes,” Lingman said. He was a biologist and an old man. He had two questions.

What is life?

What is death?

“We made it,” Morran said.

“Let’s get on,” Lingman said. He didn’t want to waste any time. He didn’t have any time to waste.

“Right,” Morran said. They walked together, along the dark path of the planet that was different from all other planets, soaring alone around a sun different from all other suns.

Part B

After a particularly-long period of hunting purple, Lek and his friends gathered to talk.

“Do you know,” Lek said, “I think I’ll hunt up this Answerer.”

“Why?” Ilm asked him, pushing a star out of his way and lying down. “Isn’t the job of gathering purple enough for you?”

“No,” Lek said, “It is not. We must know the true nature of purple, and its meaning in the scheme of things. We must know why it governs our lives.”

Ilm and the others didn’t argue. They knew that the knowledge was important. The great job of Lek and his kind was the gathering of purple. They found purple in many parts of space. Slowly, they were building a huge mound (*курган*) of it. Now it was time to know what purple was, and what the mound was for.

And of course, there was the Answerer to tell them. Everyone had heard of the Answerer, built by a race not unlike themselves, now long departed.

“Will you ask him anything else?” Ilm asked Lek.

“I don’t know,” Lek said. “Perhaps I’ll ask about the stars. There’s really nothing else important.” Since Lek and his brothers had lived since the dawn of time, they never thought over death. And they didn’t consider the question of life.

“I go!” Lek shouted and went off, leaping from star to star.

Part C

There were eighteen of them, gathered in one place.

“I call on the rule of eighteen”, cried one. And another appeared, who had never before been, born by the rule of eighteen.

“We must go to Answerer,” one cried. “Our lives are governed by the rule of eighteen. Where there are eighteen, there will be nineteen. Why is this so?”

No one could answer.

“And we must find out,” cried another, “why all places are different, although there is no distance.” That was the problem. One is here. Then one is there. Just like that, no movement, no reason. And yet, without moving, one is in another place.

“We must go to the Answerer.”

“The stars are cold,” one cried. “Why?”

“We must go to the Answerer.”

For they had heard the legends, knew the tales. “Once there was a race, a good deal like us, and they Knew – and they told Answerer. Then they departed to where there is no place, but much distance.”

“How do we get there?” the newborn nineteenth cried, filled now with knowledge.

“We go.”

And eighteen of them vanished. One was left. He stared at the icy star, then he vanished, too.

c) What do you expect to happen? Read the next part and check your guesses. Answer the questions.

Lek came to Answerer, walking fast from star to star. He lifted Answerer in his hand and looked at him.

“So you are Answerer,” he said.

“Yes.”

“Then tell me,” Lek said, settling himself comfortably in a gap between the stars, “Tell me what I am.”

“An indication (*показание*),” Answerer said.

“Come now,” Lek said his pride hurt, “Now then. The purpose of my kind is to gather purple, and to build a mound of it. Can you tell me the real meaning of this?”

“Your question is without meaning,” Answerer said. He knew what purple actually was, and what the mound was for. But the explanation was hidden in a greater explanation.



Without this, Lek's question was inexplicable (*необъяснимый*), and Lek had failed to ask the real question.

Lek asked other questions, and Answerer was unable to answer them. Lek viewed things through his specialised eyes, extracted a part of the truth and refused to see more. How to tell a blind man the sensation of green?

Answerer didn't try. He wasn't supposed to.

Finally, Lek departed, walking fast across the stars.

* * *

Answerer knew. But he had to be asked the proper questions first.

The proper questions. The race which built Answerer should have taken that into account, Answerer thought. They should have made some allowance for nonsense.

* * *

Eighteen creatures came to Answerer, neither walking nor flying, but simply appearing. They looked up at the massiveness of Answerer.

"If there is no distance," one asked, "then how can things be in other places?"

Answerer knew what distance was, and what places were. But he couldn't answer the question. There was distance, but not as these creatures saw it. And there were places, but in a different fashion from that which the creatures expected.

"Rephrase the question," Answerer said hopefully.

"Why," another asked, "is there a rule of eighteen? Why, when eighteen gather, is another produced?"

But of course the answer was part of another, greater question, which hadn't been asked.

* * *

"Up here," Morran said. The legends were right. A path, leading to stone steps. Stone steps to a courtyard. And then – the Answerer!

To them, Answerer looked like a white screen set in a wall. To their eyes, Answerer was very simple.

"Remember," Lingman said to Morran, "We will be shocked. The truth will be like nothing we have imagined."

"I'm ready," Morran said.

"Very well. Answerer," Lingman said, "what is life?"

A voice spoke in their heads. "The question has no meaning. By 'life,' the Questioner is referring to a partial phenomenon, inexplicable except in terms of its whole."

Silence.

"Is the universe expanding?" Morran asked confidently.

"'Expansion' is a term unsuitable for the situation. Universe, as the Questioner views it, is an illusory thing."

"Can you tell us anything?" Morran asked.

"I can answer any valid (*правомерный*) question concerning the nature of things."

1. Through whose eyes is Answerer shown in the picture?
- How did the other races see Answerer?
2. Did the creatures get answers to their questions?
3. What did Answerer tell them?
4. How did the creatures react to that?

d)   Listen to the ending of the story. Why couldn't Answerer help the questioners?

bushman – бушмен
savages – дикари

3. Robert Sheckley's story is often described as philosophical. Which paragraph below best describes the main idea of the story? Explain why. Do you agree with Robert Sheckley? Why (not)?

Every race and nation on our planet should keep their traditions only to themselves because only the knowledge of the ancestors can help them to find answers to the most important questions.

It's a good idea for all the nations of the world to unite in order to exchange their knowledge and to ask "the correct question" and solve the global problems of the planet.

4. a)  Imagine that the Answerer gets better and can now answer any question. Which three questions would you ask the Answerer? Write them down.

b) Compare the list of questions with your partner. Do you have any questions in common? Choose the most interesting ones.



DAY OF BELARUSIAN CULTURE

1 Work in small groups. Imagine that you are in an international youth camp. Representatives of different countries are given a day to acquaint the others with their country. Prepare a programme for The Day of Belarusian Culture. Try to make it a memorable event.

2 Present your programme to the class.

9

UNIT

NATIONAL CHARACTER

LESSON 1. Respect others, respect yourself

Communicative area: speaking about countries and nationalities

Active vocabulary: talkative, humorous, flexible, famous, technical, controlled, generous, humble, organised, stereotype, generalisation

1. How many names of countries do you remember? Play the game in two teams. Run to the board one by one to write as many names of countries as you can. You have only three minutes for the competition. Look at the list of the countries. Add nationalities and complete the table.

Nationality	Belonging to
Austrian	Austrian
...	...



Austria



Belarus



Belgium



Denmark



Finland



France



Germany



Greece



India



Italy



Japan



Luxembourg



the Netherlands



Poland



Portugal



Russia



Sweden



Ukraine



the USA

2. a) Read the text of the postcard sent from Britain and answer the questions below.



1. Are all cars that British people drive made in Germany?
2. Do all British people eat Indian curry and Turkish kebabs?
3. Do they all watch only American shows?

b) Discuss with your partner why this text might be true.

3. a) Match the following words with their definitions.

1. stereotypes; 2. generalisations.

a) often unfair or untrue beliefs or ideas of what groups of other people across the globe are like

b) statements about all the members of a group that may be true in some or many situations but not true in every case

b) Do you think the statements in the postcard are stereotypes or generalisations? Why?

It is easy to make a generalisation out of a stereotype by saying "Many people..." instead of "All people..."

4. a) Look at another postcard from Britain describing a perfect European. Do you think these are stereotypes or generalisations? Are they serious or humorous characteristics?



b) How can you express the same idea to make it a generalisation rather than a stereotype?

5. a) List the following character traits under positive, negative or neutral. Add more if you can.

Talkative, humorous, flexible, famous, technical, controlled, generous, humble, organised, dangerous, proud, amusing, polite, quiet, humiliating, confident, criticising, kind-hearted, sentimental, outgoing, funky, outspoken, reasonable, thick-headed, social, anti-social, advanced, biased, unbiased, protective, pushy, rude, strict, thankful, dull.

b) Which of the positive character traits in ex. 5a might describe you? Which – your friends? Which – your family members? Are all Belarusian people like that?

c) Which of the negative characteristics above might describe you? Which – your friends? Which – your family members? Are all Belarusian people like that?

6. Is it fun to read or to hear stereotypes about other nationalities? Is it as fun to hear or read stereotypes about you?

LESSON 2. Stereotypes: truth or prejudice

Communicative area: describing people

Receptive grammar: formal subject *It*

Active vocabulary: arrogant, agreeable, ambitious, anxious, assertive, caring, honest, impulsive, inventive, law-abiding, materialistic, modest, open-minded, respectful, shallow, straightforward, submissive

1. Choose one or two nationalities and brainstorm common stereotypes that you have heard people say about them.

2. a)  On your own, write down five or six stereotypes for your own nationality.

b) Answer the questions.

1. Was it easy to write the stereotypes in ex. 2a? Did your answers come naturally? Why? Why not?
2. Did the statements make you feel uncomfortable? Why? Why not?
3. In general, were your responses positive or negative?

3. a) Look through the article in ex. 4a and pay attention to the part where the nationalities are described. Find the character traits you know and compare with your partner.

b) Make a list of the characteristics you don't know and guess whether they have positive or negative meanings.

c) Study the glossary. Check your predictions.

Arrogant ['ærəgənt] someone who is arrogant thinks they are better or more important than other people and behaves in a way that is rude and too confident.

Agreeable [ə'gri:əb(ə)] willing to agree to something.

Ambitious [æm'bɪʃəs] determined to be successful, rich, famous etc.

Anxious ['æŋkʃəs] worried and tense because of possible misfortune, danger.

Assertive [ə'sɜ:tɪv] behaving in a confident way in which you are quick to express your opinions and feelings.

Caring ['keərɪŋ] kind, helpful, and sympathetic towards other people.

Community-oriented [kə'mju:nɪtɪ 'ɔ:rɪ'entɪd] mainly concerned with, or directed towards community.

Constructive [kən'strʌktɪv] useful and helpful, or likely to produce good results.

Family-oriented [fæməlɪ 'ɔ:rɪ'entɪd] mainly concerned with, or directed towards family matters.

Honest ['ɒnɪst] someone who is honest always tells the truth and does not cheat or steal.

Impulsive [ɪm'pʌlsɪv] someone who is impulsive tends to do things without thinking about what will happen as a result.

Inventive [ɪn'ventɪv] able to think of new, different, or interesting ideas.

Law-abiding [lɔ: ə'bɑ:ɪdɪŋ] respectful of the law and obeying it.

Materialistic [mə'tɪəriəlɪstɪk] concerned only with money and possessions rather than things of the mind such as art, religion, or moral beliefs.

Modest ['mɒdɪst] *syn. not proud* a modest person does not like to talk about themselves, their achievements, or their abilities, even if they are successful.

Multilingual [mʌlti'liŋgwəl] able to speak several different languages well.

Open-minded [əʊpən 'maɪndɪd] willing to consider ideas and opinions that are new or different to your own.

Passive ['pæsiʋ] someone who is passive tends to accept things that happen to them or things that people say to them, without taking any action.

Polite [pə'laɪt] having or showing behaviour that is respectful and considerate of other people.

Practical ['præktɪk(ə)l] 1. sensible and realistic in their approach to a situation or problem; 2. able to make repairs or do things with your hands in a skilful way.

Progressive [prəʊ'gresɪv] supporting new or modern ideas and methods, especially in politics and education.

Respectful [rɪ'spektf(ə)l] feeling or showing respect.

Shallow ['ʃæləʊ] not interested in serious ideas, strong feelings, or other important things.

Straightforward [ˌstreɪt'fɔ:wəd] honest about your feelings or opinions and not hiding anything.

Submissive [səb'mɪsɪv] always willing to obey someone and never disagreeing with them, even if they are unkind to you.

Tolerant ['tɒlərənt] willing to accept someone else's beliefs, way of life etc. without criticising them, even if you disagree with them.



4. a) Read the article and say what made the author unhappy and why the author decided to write this article.

Recently I was reading about a brand new guide to the UK, published in another country and ended up wondering where they

did their research. I just couldn't recognise my country from what they said.

It seems that there is one stereotype that refuses to die. At 4 p.m. sharp, right across the land, the entire country stops for this age-old ritual of tea, sandwiches and cakes. According to the above-mentioned guide, that is true. I must admit that most British people I know can't get through the day without several cups of tea, but I have never known anyone make afternoon tea. Not once.

Inspired by this idea I searched the net far and wide to find the most common stereotypes about Nationalities.

Stereotypes about cultures or nationalities can be a source of pride, anger or simply bad jokes. Some people say that stereotypes don't develop in vacuum.

Such stereotypes mostly concern appearance, language, food, habits, psychological traits, attitudes, values, etc.

But why judge, before we know what we are talking about?

Please take everything below with a grain of salt (*скептически*); as I only summed up what others wrote on the Internet. I tried to strike a balance between positive and negative national or personality traits – but sometimes it was very difficult, due to lack of positive stereotypes.

It is said that Americans are arrogant; assertive; open-minded; materialistic; ambitious; progressive; efficient; straight-forward; practical; fast food eaters; war mongers; God is with us!

It is believed that Australians are nature lovers; surf all day – drink all night; sometimes shallow but honest; open-minded; love to joke; sports lovers; meat eaters.

It is expected that all Brazilians are impulsive; most women are super-models, most men are machos; always late; carnival addicts; soccer and coffee lovers; bean and meat eaters; beach and sun-worshippers; inventive and constructive people; family- and community-oriented.

It is believed that Canadians are submissive, agreeable; modest; open-minded; progressive; efficient; straightforward; polite; respectful; anxious; law-abiding; caring for handicapped /

elderly / minorities; tolerant; multi-lingual; don't like successful people; anti-American; passive; boring.

It is said that Chinese are hardworking, fast-learners; open-minded; ambitious; progressive; efficient; materialistic; do kung fu; great at mathematics; terrible drivers; arrogant; assertive; pirate and copy everything; don't value contracts; drink green tea; eat everything that lives – even rhino horns and sea cucumbers; business-oriented.

Please feel free to comment and to add your own experiences.

Maybe we can all help to put some of the worst stereotypes to rest.

b) Work in groups of three. Choose one of the nationalities described in the article and discuss:

1. why these character traits might be true;
2. why it is dangerous to think that all people have the same character traits.

5.  Look through the text again and pay attention to the phrases in bold. How will you translate them into your language? Check your guesses on page 336.

6.  Edit and rewrite the text to change the stereotypes into generalisations.

LESSON 3. Typically British

Communicative area: comparing characteristic features

Receptive grammar: complex subject

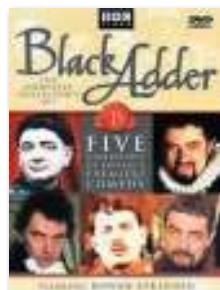
1. Answer the questions.

1. Do people belonging to one nation have a lot in common?
2. Do you think that national stereotypes give a true picture of national character?
3. What are your associations with the word “an Englishman”?

2. a)   Listen to the recording and say if the following sentences are true or false.

1. Many stereotypes are correct.
2. British people are known to have a small breakfast.
3. British cuisine is popular all over the world.
4. The British aren't as conservative as they are thought to be.

b)   Listen to the recording again, check your answers and fill in the missing words.



We know a lot of 1. ... concerning the United Kingdom and its natives. Using them we are able to create 2. ... that **British people are believed to present**. Many stereotypes are wrong, but **some of them seem to be** good. We should be aware though, that some of them aren't true.

The typical British 3. ... should be the tea lover. What is more, the tea should be drunk in the exact time. Most of the British drink their tea 4. They **are also known to have** a big traditional breakfast. The breakfast consists of many toasts with 5. ... which **seem to be** typically British. We couldn't even imagine how various can the British toasts be. The other stereotype is connected with the traditional British cuisine and some 6. British meals **are considered to be** completely tasteless. **They are unlikely to be accepted** by foreigners. The basic British dish is called 7. ... but most of tourists don't like it.

There are a number of stereotypes about British gentlemen. **They appear to be** too stiff and 8. Moreover they speak with a strange British accent. They call the accent "Received Pronunciation" and **it is thought to be** a very distinguished one, but in fact it isn't. What is 9. ... , the British sense of humour

is very specific. It is presented mostly in such British films and TV series as *Monty Python's Flying Circus*, *Mister Bean* and *Black Adder*. All of them present the stereotypes, which may be not true.

The other stereotype is that **the British youth are believed to be** the clubbing lovers, which means that they **10.** ... from a club to the other club or pub at weekends. It is a kind of modern British tradition, which is today observed in various countries. But **British young people are believed to enjoy** their lives. In fact, **the British young people turn out to be** very different as the young people all over the world.

Summing up, the British aren't as conservative as **they are thought to be**. Their **11.** ... is that they are talkative and very friendly. They seem to be also pedantic, but we can say the same about every other nation. Every nation has the stereotypical positive features and negative ones.

3. a) Read the text and pay attention to the words in bold. Discuss with your partner what they mean and how they may be translated into Russian.

b)  **Read the rule on page 337 and check your predictions.**

4. Match the following.

The Americans	are considered to be	well organised.
The French	are supposed to be	patriots.
The Italians	seem to be	very talkative.
The Germans	are likely to be	overweight.
The Greek	are unlikely to be	fashion lovers.

5. a) Read the text and make a list of characteristic features of the Brits according to this text.

My wife, who is French, has lived in England for twenty-five years. When she arrived, she was both surprised and favourably struck by the comparative disinterest, even of the rich, in material comfort and pleasures, and by the straightforwardness (*прямолинейность*) of the public

administration. Her career as a doctor was spent treating old people, and she developed a great respect for the British character shown by her patients. Among their virtues (*добродетели*) were politeness, lack of self-importance, emotional self-control. No matter to what social class they belonged, they had dignity (*достоинство*) and self-respect. Their virtues far outweighed their vices.

My medical experience happens to prove it as well. I remember at the beginning of my career as a doctor in a rural area, where one day an old man called me out to his home. He had been very weak for some weeks that he had difficulty in getting up from the sofa on which he was lying.

"I tried for as long as I could not to bother you, doctor", getting said, "but I can't manage it any longer."

"Doctors are supposed to be called out when the person is very weak," I said. But I was really impressed with his behaviour.

b) Compare both texts and say why they are so different.

6. Go back to ex. 1 and answer the questions again.

7.  Describe a typical British person as you see them.

LESSON 4. A certain conception of a nation

Communicative area: inferring meaning from context

Active grammar: types of pronouns

Active vocabulary: aspiration, devotion, obsessive

1. Answer the questions.

1. What influences your opinion? (books, newspapers, films, TV, first-hand experience, other people)
2. Which information do you find most relevant?
3. Do you ever change your opinion when you get more information?

2. a) Look at the following characteristics and complete the mind map.



Aspiration [ˌæspɪˈreɪʃ(ə)n] strong desire to achieve something, such as success.

Brash [bræʃ] tastelessly or offensively loud, showy, or bold.

Insular [ɪnsjʊlə(r)] not interested in meeting anyone outside your own group or country, or not interested in learning new ideas or ways of doing things.

Obsessive [əbˈsesɪv] motivated by a persistent idea or impulse, continually preoccupied with a particular activity, person, or thing.

Heavy-handed [ˌheviˈhændɪd] using too much force, or not considering people's feelings enough when dealing with a situation.

Nobility [nəʊˈbɪləti] an honest and brave way of behaving that people admire.

Devotion [dɪˈvəʊʃ(ə)n] great love, admiration, or loyalty. 

b) Guess what nationality this mind map might describe.

3. a) Read the excerpt from Tony Blair's book and check your predictions.

During my time as Prime Minister I came to love America – loved **its sense of aspiration**, the notion of coming from nothing and making something of yourself. I didn't start **that** way;

I didn't know many Americans at school or university, and I was 32 before I visited the U.S. My view of America had been formed from movies and TV shows. But in 1985, I was part of a delegation of Members of Parliament.

What I learnt that day is **that** Americans can be really, really clever. It was a useful lesson for my time in office.

A certain conception of a nation

Clinton, Bush, Obama: of course, they are different from **one another**. But **they** share a great similarity too. They meet, I think, at a certain conception about the character of America itself. ...

Americans can be all that the rest of the world sometimes accuses them of: **brash, loud, insular, obsessive and heavy-handed**. But America is great for a reason. It is looked up to, despite all the criticism, for a reason. There is a **nobility** in the American character that has been developed over the centuries, derived in part, from the waves of migration that form the stock, from the circumstances of independence, from the Civil War, from historical facts and coincidences. But it is there.

That nobility isn't about being nicer, better or more successful than anyone else. It is a feeling about the country. It is a **devotion** to the American ideal that at a certain point goes beyond class, race, religion or upbringing. That ideal is about values: freedom, the rule of law, democracy. It is also about the way you achieve: on merit, by your own efforts and hard work. But it is most of all that you as an individual take second place to the interests of the nation as a whole. It is what makes the country determined to overcome **its** challenges.

Adapted from Tony Blair's

A Journey: My Political Life, published by Alfred A. Knopf

b) Read the text again and say what influenced his first ideas about the Americans and what he came to understand later?

4. a)  **Read the information on pronouns in the English language on page 325 and find in the excerpt above:**

1. four personal pronouns: three subject pronouns and one object pronoun;

2. three possessive pronouns (one of them followed by the adjective “own” for emphasis);
3. two indefinite pronouns;
4. one example of each of the following pronouns: emphatic / reflexive, relative / conjunctive, reciprocal, demonstrative, negative, defining.

b) What type of pronoun cannot be found in the text?

c) Some of the pronouns in the text are highlighted. Explain what they stand for.

Example: ... loved its sense of aspiration... its = America's

5. a) Complete the sentence: *Americans are...* . Write as many character traits as possible. Think how they greet each other, how they behave with friends and in public, what they wear, what they find important.

b) Compare what you've written with your partner. Explain why you think your characteristics are appropriate.

LESSON 5. American character

Communicative area: discussing and writing about British or American national character

Active vocabulary: diverse, multicultural

1. Answer the questions.

1. Do you think that people speaking the same language are similar?
2. What makes Americans different from the British (Australians, Canadians)?
3. Do they greet each other in the same way?
4. What do people wear?
5. How do they plan their time?

2. a) Read the text of the presentation made by a girl who spent a year in the United States. Compare your ideas with the girl's observations.

American character

American society seems to be much more informal than the British and, in some ways, is characterised by less social distinction. Students do not rise when a teacher enters the room.

They use first names when calling each other, slap on the back, joke and are much freer in their speech, which is more slangy than the conventional British English.

You will often hear the word “Hi” used instead of the usual “Hello,” and “Howdy” instead of “How do you do?” Those who don't easily show these signs of friendship are called “snooty” or “snobbish.”

Yet, in spite of all the informality, Americans, even in the way they address each other, show consciousness of social distinction. One is likely to use more formal language when talking to superiors.

While the informal “Hello” is an acceptable greeting from employee to employer, the employee is more apt to say “Hello, Mr Ferguson,” while the employer may reply “Hello, Jim.”

Women may wear hats in church, in restaurants, in public places except in the evening.

Men who do wear hats remove them in elevators, churches, restaurants, private homes, business offices — in fact, in most public situations when they wish to show respect.

At the parting “Bye” or “See you later” are most common. Such phrases: “You should come over sometime” or “I'll call you soon” — don't mean that you have been invited. It's just politeness.

Direct eye contact is very important. An American may grow suspicious if a person he is talking to is looking sideways. Americans try to avoid close physical contact in public places.

Such topics as the financial status of a person, the cost of the house or other property, religion, the relations in the family are avoided.

Americans are very particular about planning the time. They are expected to meet deadlines and finish projects. Probably that's why Americans value direct communication. It helps to

get things done quickly. “Don’t beat around the bush.” “Just spit it out. “Get to the point.”

However, Americans also tend to lessen the damage of negative comments by saying them positively – “That’s an interesting idea, but...”

Americans pride themselves on their individualism. Most Americans view individualism as the freedom – and indeed the right – to do whatever they like.

b) Read the presentation transcript again. Find the most important piece of information you haven’t included into your list or the piece of information that surprised you most. Compare with your partner.

3. Would you be describing similar things when speaking about your national character? Why?



melting pot

4. a)   Listen to the radio programme. What is its main idea?

b)   Listen to the programme again and say whether the following sentences are true or false.

1. Choosing a restaurant in New York **requires** research.
2. In American diners you can find anything from sushi to pasta and potatoes.
3. You can find some burgers and fries in an American diner.
4. Americans can’t agree on what American food is.
5. A very small number of Americans can claim to come from families which are “American only” – those who identify themselves as Native American or American Indian.
6. American character is difficult to characterise themselves.

7. Americans like to think of themselves as “diverse” and “multi-cultural,” as a “melting pot” or a “salad bowl” of nationalities.
8. The most common type of an American is perhaps the American who doesn’t want to be a “type” at all.

c) Read the last part of Ariana’s interview. Look at the words in bold and explain how you understand them. Use the following dictionary entries to help you.

“Americans like to think of themselves as “**diverse**” and “**multi-cultural**,” as a “**melting pot**” or a “salad bowl” of immigrants and nationalities, a mixture too rich and too unpredictable for easy classification. The most common type of American is perhaps the American who doesn’t want to be a “type” at all, those who see themselves as what we call “**rugged individualists**,” “**independent-minded**”, “**convention-defying**”, and “**non-conformist**”. Ask an American a question, and she is likely to give you a different answer than anyone else – and chances are, she’ll be proud to tell you that her opinion is her own.”

Diverse – very different from each other; including people from many different cultures or races.

Multi-cultural – involving or consisting of people of different cultures.

Melting pot – a situation in which there are many different types of people, ideas, religions etc existing together.

Rugged individualist – someone who does things in their own way without worrying about what other people think or do.

Convention-defying – able to think independently.

Non-conformist – different from the way that most people usually think or behave.



5. Discuss why these two texts are so different.
6. Add more character traits to your mind map. Compare with your partners and explain why you think so.
7.  Write about British or American character based on what you have read, heard or observed.

LESSON 6. Agreement? Concord!

Active grammar: using subject and verb agreement in speech

1. a)   Listen to the following sentences and find them in the book.

b) Think what makes them peculiar. Then discuss with your partner.

1. This Brazilian never **spends** his time on beaches.
2. An Australian or a Canadian **speaks** English which is difficult to understand.
3. Neither an American nor a Canadian **is** able to pronounce the word tomato as [tə'mɑ:təʊ].
4. Either an American or a Canadian **is** able to pronounce the word tomato as [tə'me:təʊ].
5. Either snake charming or walking on fire **is** going to amuse the kids in India.
6. Neither she nor I **am** materialistic, although we are both American.
7. A piece of salami or red hot chilly peppers **are** the basic ingredients for any Hungarian dish.
8. Either cheese or frog legs **are** very popular in France.
9. A Dutch and a Dane **are** those who love fame.
10. A kilt and a horn **are** the Scottish national symbols.
11. A loud voice, as well as hand gestures, **is** so typical of the Italians.
12. Fried chicken, not healthy fish, **is** a popular dish in America.
13. Every one of the English guests **has left** without a goodbye.
14. In Holland every one **has** a garden full of tulips.
15. The majority of the Asian population **does** kung fu.
16. One-third of Italians **are** artistic.
17. The number of people who **treats** me normally is huge but a number of people **think** that I can play the balalaika because I am Russian.
18. – Is raw fish or wood mushrooms your favourite food?
– Neither of them **is**. I am Chinese, not Japanese.

19. Every Dutch student **is** able to teach you about tulips.
20. There are many Australians who **love** nature. But there is one Australian who **doesn't love** it at all.
21. Russia is the nation that **seems** to have bought all the football clubs in England.
22. Three teapots a day keeps an Englishman at bay.

2.   Read the following grammar rules and find examples in ex. 1 to illustrate them. Write them down. Compare in groups of three.



Basic rule: A singular subject takes a singular verb, while a plural subject takes a plural verb.

Rule 1: Two singular subjects connected by *or* or *nor* require a singular verb.

Rule 2: Two singular subjects connected by *either / or* or *neither / nor* require a singular verb as in Rule 1.

Rule 3: When *I* is one of the two subjects connected by *either / or* or *neither / nor*, put it second and follow it with the singular verb *am*.

Rule 4: When a singular subject is connected by *or* or *nor* to a plural subject, put the plural subject last and use a plural verb.

Rule 5: When a singular and plural subject are connected by *either / or* or *neither / nor*, put the plural subject last and use a plural verb.

Rule 6: As a general rule, use a plural verb with two or more subjects when they are connected by *and*.

Rule 7: Sometimes the subject is separated from the verb by words such as *along with*, *as well as*, *besides*, or *not*. Ignore these expressions when determining whether to use a singular or plural verb.

Rule 8: The pronouns *each*, *everyone*, *every one*, *everybody*, *anyone*, *anybody*, *someone*, and *somebody* are singular and require singular verbs. Do not be misled by what follows of.

Rule 9: With words that indicate portions – *part*, *majority*, *some*, *all*, *none*, and so forth – look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

Rule 10: The expression *the number* is followed by a singular verb while the expression *a number* is followed by a plural verb.

Rule 11: When *either* and *neither* are subjects, they always take singular verbs.

Rule 12: The words *here* and *there* have generally been labeled as adverbs even though they indicate place. In sentences beginning with *here* or *there*, the subject follows the verb

Rule 13: Use a singular verb with sums of money or periods of time.

Rule 14: Sometimes the pronoun *who*, *that*, or *which* is the subject of a verb in the middle of the sentence. The pronouns *who*, *that*, and *which* become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

3. Fill in the blanks with the correct words.

1. A student in the Netherlands usually ... (to learn) to speak English, French, and German in school.
2. Clara is so arrogant! She, along with her boyfriend, ... (to think) she is far and away better than you or I ... (to be) just because she is two years older.
3. Americans are quite open-minded when it comes to national cuisine. The majority of them ... (to be) never afraid to accept new ideas and methods of cooking.
4. They say that as time passes Western nations ... (to be) becoming more and more materialistic. They are mainly concerned with their possessions, unlike Eastern nations where everybody ... (to be) concerned with religion and moral beliefs.
5. Despite boundaries, youth all over the world ... (to be) very ambitious. From their green years all of them strive for success.
6. China has proved to be the most progressive of the majority of all nations. Mere twenty years ... (have) passed but they grew immensely.

7. Chu is an unbelievably efficient student. He does homework from A to Z and wastes no time at all. – I couldn't agree more. Every Chinese who ... (to come) to a foreign country works to the best of his abilities.
8. Ricardo never hides his opinion and is very straightforward. Mary and I ... (to become) very offended by it sometimes!
9. Our new classmate is really practical. Either a table or chairs ... (to be) broken, he can fix them very quickly.
10. At first sight Brazilians seem to be people who ... (to be) shallow because of a great number of holidays and carnivals. In reality they are serious people.
11. Either a skirt or a dress ... (to be) best for our school fashion show.
12. – Who invented a robot? – The Japanese, of course. They are so inventive and constructive, that a number of their innovations ... (to be) pretty astonishing.
13. I believe that the French ... (to be) more family-oriented, rather than community-oriented.
14. I think that some people ... (to be) highly agreeable and submissive due to the family upbringing. Neither shouting, nor severe punishment ... (to have) favourable consequences.
15. When traveling to Islamic countries either my wife or I ... (to be) highly tolerant and respectful to their religious beliefs and we try to dress accordingly.
16. Mark ate his underdone steak without complaining. As a result he ended up in hospital with food poisoning and seventy dollars ... (to be) spent on medical treatment.
17. They are unbelievably impulsive. When they need to make a decision, everybody ... (to jump) at the first idea.
18. The majority of the Swiss ... (to be) very low-abiding. When flickers were introduced, the next day people were wearing one.

4. Hold a competition. Write a paragraph about national stereotypes and generalisations. Use the subject and verb agreement rule and the active vocabulary of the unit.

LESSON 7. My second home – Belarus

Communicative area: speaking about Belarusian national character

1. a) Brainstorm a list of character traits typical of Belarusian national character. Justify your choice.

b) Do you think people visiting Belarus could make a similar or a different list? Discuss with your partner. Compare your answers with another pair.

2. a) In pairs read one of the texts below. Each of you will read a different text (A or B). Make a list of character traits as mentioned by the writers. Compare with your list. What makes you proud? What hurts you?

b) Read the text again and complete the table.

Character traits	Key words
hospitable	Invite into a house for dinner
...	...

Group A

I am a British citizen and have lived in Belarus for many years. My wife is Belarusian and our children have both been educated here. Over the years I have visited all of the country's major cities and many of its towns, villages and smaller settlements. Of course people are individuals and have their own traits but I have found, at the risk of generalisation, that Belarusians have many characteristics in common.

In my experience, such as it is, Belarusians are extremely sociable both amongst themselves and with visitors. I remember meeting a man who travelled throughout the world for the Ford Motor Company and visited Belarus frequently. He told me that Belarusians were the most hospitable people he had

encountered. Very often, as a stranger, I have visited a village and spontaneously been invited into a house for dinner which was always generous.

Compared to the people in many western countries Belarusian are not materialistic. This is not to say that they do not want a car, good clothes and a nice apartment. Certainly younger people, and many of their elders, have embraced new technology and have up to date cell phones and computers but consumerism does not come close in scale to what is found, say, in Europe or the States. Not many people think of shopping as a leisure activity. Over time though, this may change as the market economy develops.

One thing that always impresses foreign visitors to Belarus is the strong sense of community. Belarus is a country that, throughout its history has suffered many hardships. People have survived because of their network of family and friends. In fact, it often seems to me, that there is little distinction made between family and friends. Wherever my wife and I have travelled throughout the country it seems that we always find a connection with someone who knows my wife or her family and will always put themselves out for us.

There is a high respect for education and culture. Most houses and apartments I have visited have a large number of books and conversation is often about complex and intellectual topics. Teachers are highly respected and viewed as professionals. I have visited many schools and am always struck by the politeness of the students and the good order and discipline of the classrooms.

The countryside holds a special place in the hearts of Belarusians. Even though Belarus has become increasingly urbanised and industrialised there always remains a link to rural life. On the weekends during the spring, summer and early autumn Minsk seems to empty out as urbanites go to their dachas. They garden, fish and the more courageous, pick mushrooms. Every city apartment seems to have a stock of preserves, the bounty of their dacha's or their country relatives gardens. The urban-countryside divide one finds in other countries does not seem so sharp in Belarus.

I have only touched on a few points, I think, which make Belarus and Belarusians distinctive. There is much more but that would take a whole book to describe.

Franklin Swartz

Group B

To be completely honest, when I was first approached to write some words about the character traits of Belarusian people I was not too happy to do so; the primary reason being that I dislike it when people categorise and stereotype others due to the colour of their skin, their religious beliefs or nationality. To say someone has a certain set of characteristics due to the boundaries they were born within is like saying Prince William, David Beckham, (Sir) Elton John, Amy Winehouse (RIP) and myself are all alike simply because we are English! Yet, despite my concerns, here I am attempting to give my best, unbiased, character analysis of the majority of Belarusians I have come into contact with during my time in this country.

In order to comment upon the average Belarusian's character, I feel that I need to divide it into three categories: 1. General; 2. Socialising with friends or spending time with family; 3. Workplace environment. The reasoning for this is that I believe there are some characteristics which most Belarusian people possess, probably due to the economic situation within the country during Soviet times and at present, combined with the fact that it seems to me many people in this country have two different personalities – one for at home and when socialising with friends or family, with another reserved for use within their workplace.

If I were to be limited to just one overall characteristic with which to describe Belarusians it would be 'resourceful'. The next adjective I would choose is 'peaceful'. I rarely see anyone lose their temper and feel very safe on the streets here, even at night. This is a stark contrast to inner-cities in my homeland. One other characteristic which I feel most here share is that of being quite careful with their money in their day to day life, which is to be expected given the average wage in comparison to the cost of living.

From my experience, this carefulness is definitely forgotten when Belarusians are celebrating a special occasion, such as New Year or a birthday, and when entertaining guests. Indeed, when these events occur I have always found the people here to be extremely generous. Also, when socialising, Belarusians are fun-loving, outgoing, humorous and very friendly. Every time I go out socialising I am approached by strangers who wish to chat with me.

However, this openness and cheerfulness is kept well hidden by almost everyone when moving around the city, and especially so when shopping or travelling on public transport! But the worst seems to occur in the workplace. Many people, who I am certain are happy, cheerful and helpful when at home or with friends, become rude and unhelpful when at work, something I have experienced from check-out girls to civil servants. I feel that all this leads to a lack of customer service within this country, no matter what that service may be. An exception to this is those who chose their profession more because of a desire to care for others than as a means to earn money, such as kindergarten teachers and doctors. Having said all of this, I do also believe that the majority of Belarusians are very professional and hard-working; they certainly spend far more hours in the workplace than their British counterparts!

On a personal level, I fully enjoy the company of Belarusian people. With very few exceptions, I find the people here to be open, warm-hearted, fun-loving and intelligent. I have also found the sense-of-humour of the majority of locals to be very similar to that of my own. Belarusians are generally very welcoming and hospitable to foreigners. I fully enjoy meeting new people and teaching here. The younger generation, especially, are always eager to learn as much as they can about different cultures and to embrace new ideas.

Ian Gowman

c) Talk to your partner and find out the similarities and differences in describing Belarusian character traits in both texts.

3.  Write a short summary of the text you've read.

LESSON 8. Through visitors' eyes

Communicative area: writing about Belarusian national character

1. Imagine you've arrived in Minsk for your first visit. What would your first impressions about the people and the country be? Discuss with your partner.

2. a)   Listen to the interview and say whether these sentences are true or false.

1. Danielle Montagne came to Minsk from Syracuse, New York.
2. Her first glimpse at the city of Minsk was through the windows of her plane.
3. Danielle passed the monument to Lenin.
4. She saw very beautiful monuments – like Victory Square statue and the eternal flame.
5. Minsk was filled with an atmosphere of power and grandeur.
6. Danielle was inspired to begin taking Russian classes in order to be able to read street signs and communicate with people.
7. There is a real sense of community at MSLU that sometimes lacks at other educational institutions.
8. Danielle is sure she will continue to enjoy her time and teaching experiences in Minsk.
9. Danielle will share her impressions about Belarus with her colleagues in the United States.

b) Listen to the interview again and number the following sentences as they appeared in the text.

1. The buildings and monuments were huge.
2. When I learnt that I would be teaching in Minsk, I was very excited.
3. We passed by very modern buildings – like the National Library.
4. Then I saw very beautiful monuments – like Victory Square statue and the Eternal Flame.

5. In the days that followed, I spent a lot of time walking around the streets, getting lost and then finding my way again.
6. All of these images made me happy.
7. My warm sentiments about the city of Minsk followed me to MSLU, where I met the most wonderful colleagues and students I could imagine.
8. I am sure I will continue to enjoy my time and teaching experiences.
9. Minsk was filled with an atmosphere of power and grandeur that I was not expecting.
10. The kindness and thoughtfulness I have encountered from the teachers and professors has made my time here wonderful thus far.
11. My first glimpse at the city of Minsk was through the windows of an old city taxicab.

c) Say what Danielle likes about Minsk and its people. How does she characterise Belarusian people?

3. a) A foreigner living in Minsk and speaking no Russian has a problem. How can a local person speaking English help them?

b)   Listen to the story and answer two questions: What happened to Ariana's flat? Who helped her to fix the problem?

c)   Listen to the story again and complete the short summary of the text.

Last weekend, my American roommate and I were planning to have a tour around Minsk. Andrei, a 22 year-old Belarusian student, called it “a tour of his hometown.”

We suddenly discovered that the bathroom was broken. I called Andrei to cancel our meeting but Andrei decided to help us...

4. Imagine somebody who doesn't speak Russian asked you to help: 1) to find a way to... in your home town or village; 2) to help repair a mobile phone... Discuss with your partner what the questions and answers might be. Act the dialogue out.

5.  Compare the different opinions about Belarusian people. Recollect what you've read at the previous lesson. Write a text about Belarusian character for British Teenage Magazine.

LESSON 9. A fable

Communicative area: inferring meaning from context

1. a) Talk to your partner and answer the question.

If the main characters of the story are Mr Horsefly, Mr Beetle, Mrs Spider, Miss Mantis, Mr Grasshopper what might the story be about?



grasshopper



mantis



spider



beetle



horsefly

b) Unscramble the sentence to check your answer.

short animals, that, A fable story, in prose or verse, usually is about teaches a traditional a moral lesson.

2. Match the following expressions with their equivalents.

1. work out
2. without a doubt
3. to put her nails right
4. keep up to a standard
5. to protect
6. burst out laughing
7. for a start
8. let them open their mouths

- a) let them speak
- b) for sure
- c) find out
- d) to maintain at a high level
- e) to keep safe from harm
- f) suddenly start laughing
- g) to polish nails
- h) to begin with

3. a) Read the fable and say what Mr Horsefly was proud about.

b) Read the fable again and fill in the table.

	What Mr Horsefly thought the characters wanted to buy	What the characters really wanted to buy
Mr Beetle	...	...
Mrs Spider	...	...
Miss Mantis	...	...
Mr Grasshopper	...	...

Mr Horsefly was the new head of the forest post office. He had put a lot of time and effort into getting this highly respected position. If you asked Mr. Horsefly, he would tell you that he got the job thanks to his great deductive gifts.

On his first day at work, into the post office came Mr Beetle, Mrs Spider, Miss Mantis, and Mr Grasshopper .

Mr Horsefly wouldn't **let them open** their mouths.

"Don't tell me, don't tell me. I can **work out** what each of you came for," he said, putting a book, a plastic mat, a nail file, and some protective goggles on the counter. "The nail file will be for Mrs Spider, **without a doubt**. With all the scratching she does, she'll need **to put** her nails **right**. "The mat," he went on, without giving anyone time to react, "without even having to think about it, I give it to Mr Grasshopper, since he must have to train pretty hard **to keep** all his hopping about **up to a standard**. The safety goggles have to be for Mr Beetle, because having to spend all day with his face so close to the ground, he'll be needing something **to protect** his eyes. And finally, this big book here, has to be a Bible. I'll have to give that to Miss Praying Mantis, whom I would like to ask to include me in her supplications to The Almighty. As you will see..."

They didn't let him finish. The comment about the mantis – well known for having changed her name from Miss Praying Mantis to simply Miss Mantis – was just too



nail file



goggles

much for everyone, and they **burst out laughing**...

“Not much of a detective, are you!” said Mr Grasshopper, between chuckles. “**For a start**, Mrs Spider came for the book. She’s very quiet, and doesn’t scratch a soul. The mat is for Mr Beetle, who likes to sunbathe in his swimming pool, and do it lying on his back. Miss Mantis will, of course, want the nail file. She’s a bit of a flirt, you know. And the protective goggles are for me. I’m not as young as I was, and don’t see too well. These days when I’m hopping on the grass I get the odd black eye...”

“Uhu,” Mr Horsefly interrupted, recovering a little from his embarrassment, “then you do, in fact, hop on grass!”

4. Do you know any other fables, fairy-tales, stories which tell us about stereotypes? Compare with your partner. Share with the class.



DEBATE

- 1** Motion for your debate: There is no such thing as national character. All people are different.
- 2** Work in two groups. One will be proposing the motion. The other will be opposing the motion.
- 3** Within each group brainstorm the facts and arguments to support your idea.
- 4** Choose two speakers for each group. Speaker 1 (group 1) will name the motion and make three points, supporting each with facts.
- 5** Speaker 1 (group 2) opposes Speaker 1 (group 1) and makes three points against the motion.
- 6** Speaker 2 (group 1) provides three new arguments.
- 7** Speaker 2 (group 2) opposes them.
- 8** The class votes in favour or against the motion.

GRAMMAR REFERENCE

UNIT 1

Verb forms – Временные формы глагола

В зависимости от характера совершения действия в английском языке принято выделять четыре группы времен.

Simple (Indefinite) Tenses – простые (неопределенные) времена, обозначают регулярное, часто повторяющееся действие (ФАКТ).

Continuous (Progressive) Tenses – длительные времена, обозначают протекание действия в момент речи (ПРОЦЕСС). На русский язык всегда переводятся глаголом несовершенного вида.

Perfect Tenses – совершенные времена, обозначают совершенность действия к определенному моменту речи (РЕЗУЛЬТАТ). На русский язык всегда переводятся глаголом совершенного вида.

Perfect Continuous (Perfect Progressive) Tenses – совершенные длительные времена, обозначают действие, начавшееся в прошлом и длившееся на момент речи **уже какое-то время** (ДЛИТЕЛЬНОСТЬ и ЗАВЕРШЕННОСТЬ). На русский язык всегда переводятся глаголом несовершенного вида.

	Present	Past	Future
Simple	Use: • регулярно повторяющееся действие • одно действие следует за другим • после следующих глаголов: to love, to hate, to think, etc. • расписание, программа	Use: действие, произошедшее в определенное время в прошлом (нет связи с настоящим)	Use: • предположение о будущем (о том, что произойдет) • решение принято в момент говорения

	Form: Infinitive <i>he/she/it – inf. + -s (-es)</i> Do, does She works. Она работает (вообще). Does she like it? Ей это нравится? I don't know. Я не знаю.	Form: 2nd verb form Did She worked. Она работала. Did she like it? Ей это нравилось? I didn't care. Мне было все равно.	Form: <i>will + Infinitive</i> I'll do it. Я сделаю это. Will he come? Он придет? I won't tell. Я не скажу.
Continuous	Use: • действие происходит в момент речи • запланированное действие в будущем	Use: • прерванное действие • действие, длившееся в определенный момент в прошлом	Use: • описание будущего действия в процессе его совершения
	Form: <i>am/are/is + Participle I</i> She is working. Она работает (в данный момент). Is he sleeping? Он спит? They aren't listening. Они не слушают.	Form: <i>was/were + Participle I</i> She was sleeping. Она спала. Were you traveling? Вы путешествовали? I wasn't joking. Я не шутил.	Form: <i>will + be + Participle I</i> I'll be sleeping at 10. В 10 я буду спать. Will he be sleeping? Он будет спать? I won't be sleeping. Я не буду спать.
Perfect	Use: • действие совершилось к настоящему моменту, закончилось только что • важен результат действия, а не время его совершения	Use: • действие совершилось до определенного времени в прошлом или до начала другого действия (события) в прошлом	Use: • действие, которое совершится до определенного момента в будущем или к началу другого действия в будущем

	• действие началось в прошлом и продолжается в настоящем		
	Form: <i>have/has + Participle II</i> He has arrived. Он приехал. Have you done it? Ты сделал это? We haven't decided. Мы не решились.	Form: <i>had + Participle II</i> She had left before he arrived. Она уехала до того, как он прибыл. Had she left before? Она уехала до этого? I hadn't prepared before. Я не подготовился.	Form: <i>will + have + Participle II</i> She'll have done it by then. К этому времени она уже сделает это. Will I have moved out? Я перееду? They won't have lasted by 2050. Они не продержатся до 2050.
Perfect Continuous	Use: • действие в процессе, которое происходило и продолжает происходить в настоящее время (либо завершилось только что)	Use: • действие продолжалось в течение некоторого периода в прошлом и совершалось до некоторого момента или другого события в прошлом	Use: • действие, которое начинается до некоторого момента в будущем и будет совершаться в момент его наступления (акцент делается на том, как долго продолжается действие)
	Form: <i>have/has + been + Participle I</i> She has been working for 2 days. Она работает 2 дня.	Form: <i>had + been + Participle I</i> He had been sleeping for 2 hours. Он спал 2 часа.	Form: <i>will + have + been + Participle I</i> I'll have been doing it for two hours by noon. К полудню я буду

How long has he been sleeping? Как давно он спит? They haven't been listening. Они не слушали.	How long had he been working on it? Как долго он над этим работал? We hadn't been playing. Мы не играли.	делать это уже 2 часа. Will he have been leaving? Он уедет? I won't have been playing. Я не буду играть.

Модальные глаголы: *must, have to, should (ought to)*

1. *Must* и *have to*

Используются для выражения необходимости что-то сделать.

I **must** leave. – Я должен уйти.

I **have to** leave. – Я должен уйти.

В этой ситуации **must** и **have to** используются взаимозаменяемо.

2. Разница в использовании *must* и *have to*

Must носит более личностный характер и используется для выражения личных чувств и ощущений.

I **must** do my best. – Я должен сделать все возможное.

Have to носит безличностный характер и имеет оттенок вынужденности.

I **have to** visit my doctor. – Я должен посетить своего врача. (Со здоровьем что-то не в порядке.)

3. Логическое умозаключение

Must используется, если говорящий делает вывод на основе имеющихся фактов. И хотя при этом у него нет полной уверенности, что его вывод – абсолютная истина, говорящий почти уверен. Русский аналог – конструкция «должно быть».

The ground is wet. It **must** have been raining. – Земля мокрая. Должно быть, шел дождь.

4. *Mustn't* и *don't have to*

Mustn't = Не делай этого! Это приказ! (Don't do it.)

Don't have to = Не нужно этого делать или необязательно, нет необходимости.

You **mustn't** be late. – Ты не должен опоздать. (Не опаздывай! Опаздывать нельзя!)

You **don't have to** be on time. – Тебе необязательно приходить вовремя.

5. **Should** (рекомендация, совет, мнение о том, что необходимо сделать)

Модальный глагол **should** используется для выражения долженствования в форме рекомендации.

You **should** visit a doctor. – Вы должны (Вам следует) сходить к врачу.

Should – не такой «жесткий» глагол, как **must**. В отличие от него глагол **should** оставляет возможность выбора.

I think you **should** work hard. – Я думаю, что Вы должны упорно работать.

6. Разница в использовании *should* и *must*

Глагол **must** сильнее, чем глагол **should**. **Should** – это настойчивая рекомендация, но ей можно следовать, а можно и не следовать. **Must** не оставляет выбора – не следовать нельзя!

You **should** obey. – Вы должны подчиниться. (Это рекомендация, но ей можно не следовать.)

You **must** obey. – Вы обязаны подчиниться. (У Вас нет выбора, вы обязаны подчиниться.)

Сводная таблица:

Modal verb	Function	Example
must	strong obligation	<i>You must be home by 11 o'clock.</i>

mustn't	personal necessity	<i>I must stop eating junk food.</i>
	strong advice	<i>You must hand in your homework on time.</i>
	probability (certainty)	<i>It must be the most boring party I've been to.</i>
	prohibition	<i>Passengers must not talk to the driver.</i>
should/ought to	obligation or necessity	<i>I ought to talk to the teacher.</i>
	advice	<i>You should take the baby to the doctor's.</i>
	probability (prediction)	<i>It should be snowing now, according to the forecast.</i>
have to	necessity	<i>I had to wait for a bus for half an hour.</i>
don't have to	no obligation or necessity	<i>You don't have to pay for the tickets in advance.</i>

UNITS 2–3

Conditionals – Сложноподчиненные предложения с придаточными условия

Условными предложениями называются сложноподчиненные предложения, в которых в придаточном предложении выражено **условие**, а в главном предложении – **следствие**, передающее результат этого условия. И условие, и следствие могут относиться к настоящему, прошедшему и будущему. Придаточные предложения условия чаще всего вводятся союзом **if если**, но могут использоваться также союзы **in case в случае**, **provided при условии**, **suppose предположим**, **on condition при условии** и др.

В отличие от русского языка запятая в сложноподчиненном предложении ставится только в случае, если придаточное предложение находится перед главным.

Условные предложения делятся на **четыре типа** в зависимости от того, какую степень вероятности они выражают. Употребление того или иного типа условного предложения зависит от отношения говорящего к передаваемым им фактам.

1. Conditional 0. Этот тип предложений описывает универсальные ситуации, в которых выполнение условия из придаточного предложения **неизбежно** повлечет за собой результат, указанный в главном предложении. Самый простой пример этого типа условных предложений – явления природы или законы физики. Кроме того, такие предложения описывают привычные, повторяющиеся действия. Здесь в обеих частях предложения используется настоящее время или (если речь идет о прошлом) прошедшее время.

If + Present Simple, Present Simple
If + Past Simple, Past Simple

If you heat ice, it melts. – Если нагреть лед, он тает.

If it rains, the streets are wet. – Если идет дождь, улицы мокрые.

The dog is happy if it sees its master. – Собака радуется, когда видит хозяина.

He usually rides a bicycle to a shop if he has enough time. – Он обычно едет в магазин на велосипеде, если у него достаточно времени.

If my parents gave me some pocket money when I was a child, I spent it on ice-cream. – Если бы родители дали мне карманные деньги, я бы потратил их на мороженое.

2. Conditional I. Этот тип предложений описывает реальные ситуации, выражающие **полную возможность** осуществления условия в придаточном предложении, относящиеся к настоящему и будущему времени и передающиеся формами изъявительного наклонения. Особенностью этого типа условных предложений является тот факт, что **простое будущее время (Future Simple)** или его эквиваленты употребляются лишь в главном предложении, а в придаточном предложении после указанных

союзов используется только **настоящее время**. Сказуемые в обеих частях предложения переводятся на русский язык формами будущего времени.

If + Present Simple (Continuous), Future

If you **see** him dancing, you **will be impressed** by his talent. – Если Вы увидите, как он танцует, на Вас большое впечатление произведет его талант.

When this museum **is open**, we **will go** for an excursion there. – Когда музей откроется, мы пойдем туда на экскурсию.

If I **have** a lot of money, I **will buy** a car. – Если у меня будет много денег, я куплю машину.

3. Conditional II. Условные предложения этого типа выражают **нереальность** или **малую вероятность** осуществления условия, относящегося к **настоящему** или **будущему времени**. Говорящий употребляет такое предложение тогда, когда хочет сообщить, что необходимые условия для выполнения чего-либо практически отсутствуют, очень малы, а иногда вообще нереальны и противоречат действительности. На русский язык эти предложения переводятся сослагательным наклонением (формой прошедшего времени с частицей **бы**).

В условных предложениях второго типа в придаточном предложении употребляется глагол в форме **простого** или **длительного прошедшего времени (Past Simple / Past Continuous)**, а в главном предложении – сложная форма сослагательного наклонения: глаголы **should / would** и простой инфинитив глагола без частицы **to**. Если же в придаточном предложении употребляется глагол **to be**, то формой сослагательного наклонения будет **were** для всех лиц. Помимо глаголов **should / would** в главном предложении могут употребляться модальные глаголы **could / might**.

If + Past Simple, would + Simple Infinitive

If I **had** a lot of money, I **would go** travelling. – Если бы у меня было много денег, я бы отправился путешествовать. I **would do** it if I **had** the time. – Я бы сделал это (сейчас), если бы у меня было время.

If I **were** you, I **would discuss** it with your parents. – Если бы я был на твоём месте, я бы обсудил это с твоими родителями.

4. Conditional III. Условные предложения этого типа выражают **абсолютно не реальные** условия, так как в них речь идет о событиях, которые уже произошли или не произошли **в прошлом**. Говорящий употребляет эту модель тогда, когда хочет сообщить об **упущенной возможности**. Действие главного предложения также относится к прошлому. На русский язык эти предложения переводятся сослагательным наклонением (формой прошедшего времени с частицей **бы**).

В главных предложениях употребляются глаголы **would** (модальные глаголы **could / might**) с перфектным инфинитивом без частицы **to**, а в придаточных предложениях – глаголы в форме прошедшего совершенного времени (**Past Perfect**).

If + Past Perfect, would + Perfect Infinitive

If I **had had** time, I **would have finished** reading the novel. – Если бы у меня (тогда) было время, то я бы уже закончил читать роман.

I **would have done** it if I **had had** the time. – Я бы сделал это (тогда), если бы у меня было время.

If he **had arrived** on time, he **would have heard** the news. – Если бы он прибыл вовремя, он бы услышал новость.

5. Mixed Conditionals. Среди условных предложений могут быть и такие, когда условие и следствие, т.е. придаточное предложение и главное предложение, относятся к разному времени. Употребление форм сослагательного наклонения подчиняется в них общему правилу: настоящие или будущие действия передаются неперфектными формами, а действия, относящиеся к прошлому, – перфектными.

Например, условие (придаточное предложение) относится к прошлому времени, а следствие (главное предложение) – к настоящему или будущему.

If + Past Perfect, would + Simple Infinitive

If we **hadn't missed** the train, we **would be** at home now. – Если бы мы не опоздали на поезд, мы были бы сейчас дома.

If + Past Simple, would + Perfect Infinitive

If she **weren't / wasn't** so hard-working, she **wouldn't have passed** the exams. – Если бы она не была такой трудолюбивой, она бы не сдала эти экзамены.

6. Wishes and regrets. Много общего имеют со сложноподчиненными предложениями с придаточными условия грамматические структуры, выражающие пожелания и сожаления (wishes and regrets). Если необходимо выразить сожаление по поводу настоящего (о том, что что-либо в настоящем совсем не такое, как нам хотелось бы) или желание изменить настоящее, то после фраз **I wish** и **If only** используется **Past Simple**. Чтобы выразить сожаление по поводу способностей, используется **could**. Если необходимо выразить сожаление по поводу прошлого (сожаление, что мы что-то не сделали в прошлом или сделали не так), то после **I wish** и **If only** (более эмоционально окрашено, чем **I wish**) используется **Past Perfect**.

I wish / If only + Past Simple

I wish / If only + Past Perfect

Reality: I'm **not** as tall as I would like to be. I **can't** play in the school basketball team. – Я не настолько высокий, как хотелось бы. Я не могу играть в баскетбольной команде нашей школы.

Unreal wish/regret: I wish I were taller. (I could do basketball in the school team.) Хотел бы я быть повыше. (Я бы смог играть в баскетбольной команде нашей школы.)

Reality: I can't speak English very well yet, so I'm not ready for the competition. – Я пока еще не очень хорошо говорю по-английски, поэтому я не готов к конкурсу.

Unreal wish/regret: If only I could speak English better. (Then I would be able to take part in the English-Speaking Union competition.) Хотелось бы, чтобы я говорил по-английски лучше. (Тогда я бы смог принять участие в конкурсе Англоязычного союза.)

Reality: I told him the truth and it made him upset. – Я рассказал ему правду, и это очень его расстроило.

Unreal wish / regret: If only I hadn't told him the truth. (He wouldn't have become so upset.) Если бы только я не сказал ему правду. (Он бы так не расстроился.)

Reality: He didn't work hard and, as a result, failed his exam. – Он не трудился и в результате провалил экзамен.

Unreal wish/regret: I wish he had worked harder. (He wouldn't have failed his exam then.) Хотел бы я, чтобы он работал усерднее. (Он бы тогда не провалил экзамен.)

При выражении пожеланий и сожалений срабатывает правило backshift «сдвиг назад во времени». Если в реальности речь идет о настоящем и используется Present Simple, то в предложениях с wishes / regrets используется Past Simple. Если в реальности речь идет о прошлом и используется Past Simple, то в предложениях с wishes / regrets используется Past Perfect. Таким образом выражается нереальность сожалений / пожеланий. Кроме того, пожелания / сожаления должны быть противоположны действительности (см. примеры).

Оба типа wishes / regrets могут с легкостью трансформироваться в сложноподчиненные предложения с придаточными условия (см. примеры).

UNIT 2

Future Perfect (Simple) – Будущее совершенное время

Время **Future Perfect** – еще одно английское время, которое конкретизирует будущее действие. Как и все времена

группы Perfect, оно выражает совершенное действие, только на этот раз действие, которое будет происходить в будущем. Из самого названия времени понятно, как оно образуется – к вспомогательному глаголу будущего времени присоединяется перфектная форма смыслового глагола.

He will have become famous by then. – Он станет знаменитым к тому времени.

Will he have become famous by then? – Станет ли он знаменитым к тому времени?

He won't have become famous by then. – Он не станет знаменитым к тому времени.

Время Future Perfect передает будущее действие, которое свершится до определенного момента в будущем. Момент в будущем может выражаться конкретным временем или другим будущим действием.

I want to get a job in a month. **I will have finished** my studies by then. – Я хочу через месяц найти работу. К тому времени я закончу учебу.

Обычно время, до которого завершится будущее действие, обозначено в предложении с помощью выражений *by* к, *by then* к тому времени, тогда, *by the time* к тому времени, *before* до и др.

I will have finished my homework **by** ten. – К десяти часам я закончу делать домашнюю работу.

We will have built our new house **by** the beginning of the next year. – Мы достроим наш новый дом к началу следующего года.

My parents are celebrating their wedding anniversary next year. They **will have been married** for 20 years. – В следующем году мои родители празднуют годовщину своей свадьбы. Они будут женаты уже 20 лет.

Unfortunately, we won't meet in Minsk. **By the time** you arrive, we **will have already left** for Moscow. – К сожалению, мы не встретимся в Минске. К тому времени, как вы приедете, мы уже уедем в Москву.

Future Perfect Continuous – Будущее совершенное продолженное время

Для образования **Future Perfect Continuous** к вспомогательному глаголу будущего времени присоединяется перфектно-продолженная форма смыслового глагола.

By the New Year she **will have been working** as a teacher for five months. – К Новому году она будет работать учителем в течение пяти месяцев.

Will she have been working as a teacher for six months? – Она будет работать учителем шесть месяцев?

She **won't have been working** there for six months by the New Year. – Она не будет работать там в течение шести месяцев к Новому году.

Future Perfect Continuous употребляется для выражения будущего длительного действия, которое начнется ранее другого будущего момента или действия и все еще будет продолжаться в этот момент.

We are leaving for London in May. When you come there in August, we **will have been staying** in England for three months. – Мы уедем в Лондон в мае. Когда ты приедешь туда в августе, мы будем находиться в Англии уже три месяца.

I **will have been working** at the project for a month when you join me. – Когда ты ко мне присоединишься, я уже месяц буду работать над проектом.

Поскольку это время принадлежит к временам группы Perfect Continuous, в предложении обязательно должен указываться период, на протяжении которого будет совершаться действие. Для передачи этого периода часто используется сочетание предлогов **by ... for**.

By the end of this year, we will have been running our own company **for** five years. – К концу этого года мы будем управлять своей компанией уже пять лет.

By the time my friends from Great Britain arrive, I will have been learning English **for** nine years. – К тому времени, как приедут мои друзья из Великобритании, я буду учить английский уже девять лет.

UNIT 3

Participial clauses – Причастные обороты

Present Participle (Participle I) образуется с помощью окончания **-ing**, которое прибавляется к глаголу в форме инфинитива: go – going.

Past Participle (Participle II) правильных глаголов образуется с помощью окончания **-ed**, которое прибавляется к инфинитиву: ask – asked. **Past Participle** неправильных глаголов соответствует 3-й форме глагола – V3, и эти формы нужно запомнить.

1. В английском языке причастия в сочетании с зависимыми словами образуют причастные обороты.

There were hundreds of seabirds there **dying in the oil spill**. – В разливе нефти погибли сотни морских птиц.

Most of the waste **produced by people** can be recycled. – Большая часть отходов, производимых людьми, может быть переработана.

Not knowing about the threats to the environment, people continue wasting water and other natural resources. – Не зная об угрозах окружающей среде, люди продолжают тратить воду и другие природные ресурсы.

Killed by the locals for food, gorillas are in danger of extinction. – Убитые местными жителями ради еды, гориллы находятся под угрозой исчезновения.

2. Причастные обороты могут использоваться после существительных, к которым они относятся.

We can offer you a job **looking after animals**. – Мы можем предложить вам работу по уходу за животными.

Greenhouse gases produce a terrible effect **called global warming**. – Парниковые газы вызывают ужасный эффект, называемый глобальным потеплением.

Причастные обороты по своей функции могут быть аналогичны придаточным относительным предложениям с тем лишь исключением, что они содержат причастия вместо личных форм глагола с **which, who, that**.

What's the name of the science **studying** living organisms and their environment? – Как называется наука, изучающая живые организмы и их окружающую среду?

What is the name of the science **which studies** living organisms and their environment? – Как называется наука, которая изучает живые организмы и их окружающую среду?

Most of the endangered animals **killed** in Africa are killed by poachers. – Большинство исчезающих видов животных, убитых в Африке, погибли от рук браконьеров.

Most of the endangered animals **which are killed** in Africa are killed by poachers. – Большинство исчезающих видов животных, которые были убиты в Африке, погибли от рук браконьеров.

3. Причастные обороты используются подобно обстоятельственным придаточным предложениям времени, условия, причины, следствия и т.п. (без союзов). Причастные обороты делают речь более формальной, чем придаточные предложения, и обычно используются в письменной речи.

Used economically, fresh water will last longer on our planet. (= If it is used economically, ...) – Используемая экономно, пресная вода дольше сохранится на нашей планете. (= Если она используется экономно, ...)

Having destroyed the rainforests in Borneo, the local authorities had to start the process of reforestation. (= As the rainforests in Borneo have been destroyed, ...) – Уничтожив тропические леса на Борнео, местные власти должны были начать процесс лесовозобновления. (= Поскольку тропические леса на Борнео были уничтожены, ...)

Looking for food, polar bears move further and further southwards. (= When they are looking for food, ...) – В поисках пищи белые медведи перемещаются все дальше и дальше на юг. (= Когда они ищут пищу, ...)

The oil spill off the coasts of Florida polluted the ocean, **completely ruining some of the wildlife**. (= ... so that it completely ruined some of the wildlife.) – Разлив нефти у берегов Флориды загрязнил океан, полностью уничтожив

часть дикой природы. (= ... таким образом, что это полностью уничтожило часть дикой природы.)

Причастные обороты причины могут включать причастия, образованные от глаголов *be, have, wish, know*, которые обычно не употребляются в продолженных временах (*progressive tenses*).

Being unable to feed their families, some Africans turn to killing rare animals in order to survive. – Не имея возможности прокормить свои семьи, некоторые африканцы начинают убивать редких животных, чтобы выжить.

Knowing the situation very well, they set up a water-saving campaign. – Хорошо зная ситуацию, они организовали кампанию по экономии воды.

4. Обычно подлежащее причастного оборота совпадает с подлежащим главного предложения.

Steve Irwin spent most of his life in conservation, **educating Australians and people all over the world**. (Steve Irwin spent his life in conservation and he educated people.) – Стив Ирвин провел большую часть своей жизни, охраняя природу, обучая австралийцев и людей по всему миру. (Стив Ирвин всю свою жизнь охранял природу и просвещал людей.)

Считается ошибкой строить предложения, в которых подлежащее причастного оборота не совпадает с подлежащим главного предложения. Такие причастные обороты называются *misrelated* или *dangling participles*.

~~**Looking out of the plane window**, there was a huge oil spill on the surface of the ocean.~~

(Все выглядит так, будто бы нефтяное пятно в океане смотрело в окно самолета. Сравните с чеховским «Проезжая мимо станции, у меня слетела шляпа».)

Misrelated participles считаются нормой, если они выражают отношение говорящего.

Generally speaking, very few people in the world are really worried about the future of the planet. – В целом, очень немногие люди в мире действительно беспокоятся о будущем планеты.

Judging from the statistics, about 80% of the rainforest have been destroyed in Borneo in the last 30 years. – Согласно статистике, около 80% тропических лесов были уничтожены на Борнео за последние 30 лет.

Considering the human impact on the environment, our future looks very sad. – Учитывая воздействие человека на окружающую среду, наше будущее выглядит очень печальным.

Supposing there was no fresh water, how would the humanity survive? – Если бы не было пресной воды, как бы выжило человечество?

Taking everything into consideration, people should take immediate action to save the Earth. – Принимая все во внимание, люди должны предпринять немедленные действия, чтобы спасти Землю.

5. Причастные обороты могут иметь собственное подлежащее.

Many countries taking environmental issues seriously, we can hope to achieve something tangible in the future. – Многие страны серьезно относятся к экологическим вопросам, и мы можем надеяться на достижение чего-то осязаемого в будущем.

All the resources having been spent, people will start taking environmental issues seriously. – Потратив все ресурсы, люди начнут серьезно относиться к экологическим проблемам.

His effort highly recognised, Geldof received an honorary knighthood. – Его усилия были высоко оценены, Гелдоф получил почетное рыцарство.

Когда причастный оборот выражает сопутствующие обстоятельства, он вводится с помощью **with**.

With huge efforts having been made to save the endangered species, we can not boast of very positive results. – Прилагая огромные усилия для спасения видов, находящихся под угрозой исчезновения, мы не можем похвастаться весьма позитивными результатами.

6. Причастные обороты могут использоваться после многих предлогов и союзов.

When using water for household chores, try to cut down the amounts you use. – При использовании воды для работы по дому старайтесь сократить ее потребляемое количество.

Once destroyed, rainforests are difficult to restore. – Уничтоженные тропические леса трудно восстановить.

UNIT 4

The Conjunction – Союз

Союзами называются служебные слова, которые употребляются для связи членов предложения и предложений. В зависимости от выполняемой в предложении функции союзы делятся на **сочинительные**, связывающие однородные члены предложения и однородные предложения, и **подчинительные**, с помощью которых придаточное предложение присоединяется к главному.

Сочинительные союзы можно разделить на соединительные, противительные и разделительные.

Соединительные союзы: *and, as well as, both ... and, neither ... nor, not only ... but also.*

The air was clean **and** fresh. – Воздух был чистым и свежим.

Chris has a big screen TV, **and** he likes to watch music videos. – У Криса телевизор с широким экраном, и ему нравится смотреть музыкальные видеоклипы.

I don't like soap operas, **but** I enjoy watching sitcoms. – Мне не нравятся мыльные оперы, но я люблю смотреть юмористические сериалы.

Both the brother **and** the sister were very clever. – Как брат, так и сестра были очень умны.

We could find him **neither** in the shop **nor** in the street. – Мы не могли найти его ни в магазине, ни на улице.

Противительные союзы: *but, while, still, yet тем не менее, whereas тогда как.*

I wish I could go **but** I am too busy. – Я хотел бы пойти, но я очень занят.

The waters of the sea were deep, **yet** clear. – Морские воды были глубокими, но прозрачными.

Разделительные союзы: either ... or, or.

We must hurry **or** we'll be late. – Нам нужно спешить, иначе мы опоздаем.

We'll go there **either** by car **or** by bus. – Мы отправимся туда либо на автомобиле, либо автобусом.

Подчинительные союзы: that, after, as, as ... as, since, so that, as soon as, because, for так как, ибо.

He said **that** he had found a new job. – Он сказал, что (он) нашел новую работу.

I watched TV **after** I finished my homework. – Я смотрела телевизор, после того как приготовила уроки.

Shut all the windows **before** you go. – Закрой все окна перед уходом.

I get up **as early as** you do. – Я встаю так же рано, как и вы.

По своей структуре союзы делятся на:

- **простые**, состоящие из одного корня: and и; till *пока*; that *что*; but а, но; if *если*; after *после того, как*;

- **производные**, имеющие в своем составе суффиксы или префиксы: unless *если ... не*; until (*до тех пор*) *пока*;

- **сложные**, состоящие из двух корней: therefore (there + fore) *поэтому*; however (how + ever) *тем не менее*;

- **составные**, состоящие из нескольких слов: as soon as *как только*; as if *как будто*; in order to *чтобы*; as well as *так же как*; both ... and *как ... так и* и др.;

- **парные**: both ... and и ... и, как ... так и; either ... or или ... или; neither ... nor ни ... ни; not only ... but – не только ... , но и.

Союзные слова отличаются от союзов тем, что они не только соединяют придаточное предложение с главным, но и входят в состав придаточного предложения в качестве одного из его членов. В качестве союзных слов выступают наречия и относительные местоимения: **when** *когда*; **where** *где*; **how** *как*; **why** *почему*; **who** *кто, который*; **whose** *чей*; **what** *что*; **which** *который*; **that** *что*.

It has often been said **that** British people's favourite topic of discussion is the weather. – Часто говорят, что погода

является любимой темой для обсуждения у населения Великобритании.

I wonder **who** knows the truth. – Интересно, кто знает правду.

They are speaking about the inventor **whose** article I showed you yesterday. – Они говорят об изобретателе, чью статью я показал вам вчера.

I don't know **what** delayed him. – Я не знаю, что задержало его.

Различие разных частей речи, совпадающих по форме

Некоторые союзы совпадают по форме с предлогами и наречиями. Вопрос о том, к какой части речи относятся такие слова, решается в зависимости от их роли в предложении.

He always rings me up **before** I go to school. – Он всегда звонит мне, прежде чем я иду в школу. (before – союз.)

I shall go there **before** dinner. – Я пойду туда до / перед обеда / обедом. (before – предлог.)

I have seen him **before**. – Я видел его раньше. (before – наречие.)

The article – Артикль

Артикль – служебное слово, которое используется перед существительными. Существует два артикля: неопределенный **a (an)** и определенный **the**. В русском языке артикли отсутствуют.

The Indefinite Article (Неопределенный артикль)

Неопределенный артикль имеет две формы. Артикль **an** употребляется перед словами, если они начинаются с гласного звука или если слово начинается с согласной буквы *h*, которая не произносится. Например: *an apple, an old man, an hour*.

Артикль **a** употребляется перед словами, которые начинаются с согласного звука или перед которыми стоит определение, начинающееся с согласного звука. Например: *a doctor, a big dog*.

Если перед именем существительным стоит слово *half* (половина), употребляется неопределенный артикль: *half an hour*.

Своим происхождением неопределенный артикль обязан слову **one** (один). Поэтому в большинстве случаев неопределенный артикль ставится перед исчисляемыми существительными в единственном числе. Он указывает на принадлежность предмета к какой-либо категории или классу однородных предметов или понятий. Неопределенный артикль также употребляется, когда речь идет о человеке или предмете, упоминаемом впервые.

He is a student. A *student* обозначает какого-нибудь (одного из, любого) студента.

Однако в некоторых случаях, чтобы уточнить смысл предложения, его можно перевести словами «один», «какой-нибудь», «любой» (выбор зависит от смысла предложения).

Give me an English book to read, please. – Дай мне, пожалуйста, почитать какую-нибудь английскую книжку.

A plan is useful. – Любой план полезен.

Неисчисляемые существительные не употребляются с неопределенным артиклем, например: *rice, water*.

Неопределенный артикль также нужно использовать:

– перед исчисляемым существительным в единственном числе после слов **as, such, rather, what, quite**;

– перед именем существительным в единственном числе в случаях, когда в предложении есть оборот **there is**:

There is a table in the room.

– в устойчивых словосочетаниях: to be a success, to have a look, to have a good time.

The Definite Article (Определенный артикль)

Определенный артикль **the** произошел от указательного местоимения **that** *tom*. Он используется перед именем существительным как в единственном, так и во множественном числе: *the cat, the cats, the rice*. Определенный артикль употребляется:

– когда из ситуации или контекста ясно, что речь идет именно об этом определенном предмете или человеке:

Where are **the** keys? (ключи от двери нашей квартиры)

– когда предмет уже упоминался в разговоре, тексте:

Look, a cat (какая-то кошка / представитель семейства кошачьих) is sitting on the bench. I think **the** cat (та самая кошка на скамейке, о которой только что шла речь) is hungry.

– для выделения лица или предмета внутри некой категории, класса предметов или понятий. Сравните:

Give me a book. – Дай мне какую-нибудь книгу. Give me **the** book. – Дай мне эту книгу.

– когда речь идет об определенном лице или предмете:

Where is **the** pen? – Где ручка? (известная нам)

– когда у существительного есть уточняющее определение:

You are **the man** we are looking for. – Ты тот человек, которого мы ищем.

– перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное:

What is **the** longest river in the world?

He was **the** first to come.

– перед существительным в единственном числе для обозначения класса или категории, предмета:

The koala bear lives in Australia.

– если предмет или понятие является единственным в своем роде:

the world, the sun, the moon. The sun rises in the east and sets in the west;

– с фразами, обозначающими тип географического ландшафта:

in the city, in the country, in the forest, at the seaside, in the desert, in the jungle;

– перед названиями некоторых стран и городов:

The Netherlands, the Philippines;

– с названиями театров, музеев, картинных галерей, кинотеатров и отелей:

The Bolshoi Theatre, The Opera House, The Hermitage, The Tate Gallery, The Hilton;

– с названиями организаций:

The United Nations (the UN), The EU (the European Union);

– с названиями большинства политических и государственных учреждений:

The Kremlin, The House of Lords, The Army, The Defense ministry;

– если существительному предшествует определение: *next, very, only, last, main, following, same*:

It is **the** last chance to correct the mistake.

– в выражениях *at the doctor's, at the baker's, at the chemist's* и др.;

– в выражениях *in the morning, in the evening, in the afternoon* и др.

Если существительное, имеющее определенный артикль **the**, принимает множественное число, то артикль сохраняется в отличие от неопределенного артикля **a (an)**, который опускается. Сравните: *a step (любой) шаг – steps (любые) шаги*. Но: *the dress (это) платье – the dresses (эти) платья*.

Артикль не употребляется:

– перед существительным, обозначающим отвлеченное понятие:

Crime is a problem in most big cities (*преступность как таковая, а не какое-то конкретное преступление*). Life has changed a lot in the last two years (*жизнь как таковая, вообще*);

– с существительными во множественном числе и неисчисляемыми существительными, если речь идет о предметах вообще, т.е. они никак не конкретизируются:

I hate **ice-cream** (*я не люблю не конкретный сорт мороженого, а мороженое вообще*.)

– во многих устоявшихся фразах: *to have breakfast / lunch / dinner/ supper; go to bed, go to school, go to church, at home*;

– перед именами собственными: *Belarus, London, Mr. Johnson*. **Но!** Перед фамилиями, употребленными во множественном числе для обозначения членов одной и той же семьи, ставится определенный артикль: *The Johnsons (семья Джонсонов)*;

– перед названиями времен года, месяцев и дней недели:
English classes are on Monday.

– в устойчивых фразах: *day by day, by chance, by accident, by mistake, by email, by name, by heart, by hand, on foot, on time, on sale, on screen, in fact, in future, in mind, in love, in time, in bed, in life, at home, at night, at present, at first sight, at work, at times*;

– во фразах, которые выражают способы передвижения на транспортных средствах: *by bus, by plane, by air, by train, by car, on foot*;

– в газетных и журнальных заголовках.

Articles with geographical names – Употребление артиклей с географическими названиями

Артикли не употребляются:

– с названиями стран и городов:

London, England, Minsk, Italy

Исключения: *The Hague (Гаага), The Netherlands (Нидерланды), The Philippines*; страны, в названии которых присутствуют такие термины, как «Штаты», «Республика», «Федерация», «Королевство»:

The United States of America, The United Kingdom, The Russian Federation;

– с названиями континентов:

Africa, America;

– с названиями отдельных островов и полуостровов:

Madagascar, Fair Isle, Cuba;

– с названиями отдельных горных вершин:

Elbrus, Everest.

Определенный артикль употребляется:

– с названиями групп островов:

The Canaries (Канарские острова), The Kuriles (Курильские острова);

– с названиями горных цепей и хребтов:

The Urals, The Alps, The Andes;

– с названиями пустынь:

The Gobi, The Sahara;

– с названиями рек:

The Thames, the Dnepr;

– с названиями озер:

The Baikal, The Erie; однако если перед названием присутствует слово Lake, артикль не употребляется: *Lake Baikal, Lake Erie, Loch Ness (loch = lake);*

– с названиями морей, океанов, каналов и водопадов:

The Black Sea, The Dead Sea; The Pacific Ocean, The Indian Ocean; The Suez Canal; The Victoria Fall, The Niagara Fall.

UNIT 5

Modals + Perfect Infinitive –

Модальные глаголы с перфектным инфинитивом

Глаголы **should, could, might, ought to, must** + Perfect Infinitive употребляются в отношении прошедшего времени.

1. Should/ ought to + Perfect Infinitive – употребляются для выражения порицания или упрека (*следовало бы*).

You **should have visited** the Grand Canyon. You never know when you will have a chance to go to that part of the country again. – Тебе следовало бы побывать в Большом Каньоне. Никогда не знаешь, когда представится шанс побывать в этой части страны снова.

2. Could/ might / may + Perfect Infinitive – употребляются для выражения вероятности действия в прошлом.

I don't know why he hasn't arrived yet. He **might have lost** his way or he **may have taken** the wrong bus. – Я не знаю, почему он еще не приехал. Быть может, он заблудился или сел не в тот автобус.

3. Must / can't + Perfect Infinitive – употребляются для выражения уверенности.

He **must have** walked along way. Look at his dusty boots! – Он, должно быть, много прошел. Посмотри на его пыльные ботинки!

UNIT 6

Present Perfect Passive – Настоящее совершенное время в пассивном (страдательном) залоге

Present Perfect Passive – пассивная форма Present Perfect Simple – используется для выражения действия или состояния, начавшегося в прошлом и уже завершившегося к моменту речи, если необходимо подчеркнуть, что результат свершившегося имеет значение в настоящий момент. Время действия и обстоятельства или совсем не указываются, или время обозначается неопределенно – с помощью неопределенных наречий или слов, обозначающих незаконченные периоды времени.

Пассивный залог обозначает, что говорящему важнее указать не то, кем совершается действие, а над кем или над чем оно совершается.

Present Perfect Passive образуется с помощью вспомогательного глагола **to be – have been + Past Participle**:

Утвердительная форма	Отрицательная форма	Вопросительная форма
have been done	haven't been done	Have ... been done?
has	hasn't	Has ...

Over the centuries Belarus **has been attacked** many times. – В течение веков Беларусь была атакована множеством раз.

The town I live in **hasn't ever been renamed**. – Город, в котором я живу, никогда не был переименован.

Have you ever been told the history of your native town? – Вам когда-нибудь рассказывали историю вашего города?

Формальное подлежащее *It* с прилагательными

Формальное подлежащее **It** используется в безличных оборотах с прилагательными и на русский язык не переводится.

It is necessary – необходимо.

It is possible – возможно.

It is rude – невежливо.

It is believed – предполагается.

После прилагательного глагол употребляется в инфинитиве. Например:

It's rude to speak with a full mouth. – Невежливо разговаривать с полным ртом.

Prepositions used to express intentions – Предлоги, используемые для выражения намерения

В английском языке для выражения намерений, целей, замыслов используются следующие предлоги: **to, in order to, so as to, so that** *для того, чтобы*; после **to, in order to, so as to** необходимо использовать инфинитив глагола.

Belarusian people like going to the country **in order to / so as/ to have** a picnic with their family. – Белорусы любят выезжать за город для того, чтобы устроить пикник с семьей.

So that используется в сложноподчиненных предложениях. После него используется не инфинитив, а придаточное предложение.

Belarusian people like going to the country **so that** they can have a picnic with their family. – Белорусы любят выезжать за город, так как там они могут устроить пикник со своей семьей.

Relative pronouns – Относительные местоимения

Относительные местоимения **which**, **who (whom)**, **that**, **whose** и наречие **where** служат для связи придаточных предложений с главным. Они отличаются от союзов тем, что не только связывают придаточное предложение с главным, но и являются членами придаточного предложения.

Who (whom) употребляется по отношению к лицам.

A king is a person **who** rules the country. – Король – это тот человек, который правит страной.

A queen **who** built this castle ruled for a long time. – Королева, которая построила этот замок, правила много лет.

Which употребляется по отношению к неодушевленным предметам и животным.

The lion **which** was closer to me started running. – Лев, который был ближе ко мне, побежал.

That относится как к одушевленным, так и к неодушевленным предметам.

The queen **that** ruled the country for more than forty years has done a lot of things for her country. – Королева, которая правила более сорока лет, сделала многое для своей страны.

The most important thing **that** she did was transforming her castle into a museum. – Самое важное, что она совершила, было превращение ее замка в музей.

Whose употребляется по отношению к лицам, но иногда и к предметам. В русском языке соответствует слову «который» (в родительном падеже – «которого»).

Knights were soldiers **whose** lives belonged to the king. – Рыцари были солдатами, жизнь которых принадлежала королю.

Where употребляется для обозначения места.

Dover Castle is the castle **where** you can see the old traditions of the country. – Замок Дувр – это то место, где можно увидеть старые традиции страны.

UNIT 7

Verbs with prepositions – Употребление глаголов с предлогами

Часто употребление того или иного предлога в английском языке зависит лишь от предшествующего ему глагола.

Предлог *into*

1) divide into (parts)	разделить на части
2) get into the habit	войти в привычку
3) translate into (a language)	перевести на (язык)
4) run into smth	врезаться во что-л.
5) develop into smth	развиться / стать кем-л.
6) turn into smth	превратиться во что-л.
7) talk smb into doing smth	уговорить кого-л. сделать что-л.

Предлог *on*

1) advise on smth	давать рекомендации по чему-л.
2) agree on smth	договориться о чем-л.
3) concentrate on smth	сконцентрироваться на чем-л.
4) debate on smth	обсуждать что-то
5) decide on smth	принимать решение (по вопросу)
6) speak on smth	говорить на какую-л. тему
7) depend on smth	зависеть от чего-л.
8) rely on smb	полагаться на кого-л.
9) spend on smth	тратить на что-л.

Предлог *to*

1) invite to smth	приглашать на / к чему-л.
2) lead to smth	приводить к чему-л.
3) listen to smb/smth	слушать кого / что
4) speak to smb	говорить с кем-л.
5) agree to smth	соглашаться с чем-л.
6) apologise to smb	извиняться перед кем-л.
7) belong to smb	принадлежать кому-л.
8) happen to smb	случаться с кем-л.

Предлог *with*

1) experiment with animals	проводить опыты на животных
2) share with smb	делиться с кем-л.
3) struggle with smb	бороться с кем-л.
4) agree with smb	соглашаться с кем-л.
5) communicate with smb	общаться с кем-л.
6) compete with smb	соревноваться с кем-л.
7) concern oneself with smth	заниматься чем-л.
8) cope with smth	справляться с чем-л.
9) cry with pain	кричать от боли
10) deal with smb	иметь дело с кем-л.
11) surround smth with smth	окружать что-л. чем-л.
12) sympathise with smb	сочувствовать кому-л.

Предлог *of*

1) inform of smth	сообщать о чем-л.
2) know of smth	знать о чем-л.
3) get rid of smth	избавляться от чего-л.
4) speak of smth	говорить о чем-л.
5) taste of smth	иметь привкус чего-л.
6) think of smth	думать о чем-л.
7) warn of smth	предостерегать о чем-то
8) complain of smth	жаловаться на что-то

Предлог *about*

1) advise about smth	информировать о чем-л.
2) argue about smth	спорить о чем-л.
3) ask about smth	спрашивать о чем-л.
4) complain about smth	жаловаться на что-л.
5) decide about smth	принимать решение о чем-л.
6) inform about smth	информировать о чем-л.
7) care about smb	любить кого-л.

Gerundial construction – Герундиальный оборот (сложное подлежащее, сказуемое, дополнение, определение, обстоятельство)

Герундиальный оборот, или комплекс, состоит из двух частей.

1-я часть представляет собой:

а) существительное в притяжательном падеже (-'s) или притяжательное местоимение (my, your, his, her, its, our, their) – в письменной и в формальной устной речи.

His being so polite was very much unlike him. – То, что он был так вежлив, было очень необычно для него.

б) существительное в общем падеже, а личное местоимение в объектном падеже (me, you, him, her, it, us, them) – в обычной устной речи (хотя сейчас эта тенденция распространяется и на письменный стиль общения, если оборот употребляется в роли дополнения в предложении).

I was surprised with **Jerry / him being** so polite. – Я был удивлен тем, что Джерри / он был так вежлив.

2-я часть – герундий, который называет действие, совершаемое лицом или предметом, названным в первой части комплекса (Active), или действие, совершаемое над этим лицом / предметом (Passive).

Существительное / местоимение + герундий

Герундиальный комплекс представляет собой один сложный член предложения и выполняет функции: подлежащего, дополнения (беспредложного или предложного), определения или обстоятельства.

На русский язык обычно переводится придаточным предложением, вводимым союзами *то (тем), что (чтобы), как* и т.д. При переводе притяжательное местоимение или существительное, стоящее перед герундием, становится подлежащим, а герундий – сказуемым придаточного предложения.

Герундий может выступать в предложении в роли:

– подлежащего:

Your coming here is very desirable. – Ваш приезд сюда очень желателен.

Предложения с герундиальным оборотом в качестве подлежащего так же, как и в случае с просто герундием, в разговорной

речи обычно употребляются с вводящим **it**. Перед подлежащим – герундиальным оборотом – обычно делается пауза.

It was very unpleasant, **his coming** so late. – Было очень неприятно, что он пришел так поздно.

It's no use **my telling** you a lie. – Мне бесполезно говорить вам неправду.

– сказуемого:

Seeing is believing. – Увидеть – значит поверить.

– дополнения:

а) беспредложного прямого:

Forgive **my saying** it. – Простите, что я сказал это.

Excuse **my (me) interrupting** you. – Извините, что я перебиваю Вас.

Do you mind **my helping** you? – Вы не против, если я помогу Вам?

Would you mind **him (his) opening** the window? – Вы не возражаете против того, чтобы он открыл окно?

б) предложного косвенного:

I heard **of your coming** to us. – Я слышал, что Вы приезжаете к нам.

He insisted **on her returning** home. – Он настаивал на ее возвращении домой.

You may rely **on my coming** back. – Ты можешь рассчитывать на то, что я вернусь. (Я вернусь, можешь на меня положиться.)

We heard **of the house being sold**. (Passive) – Мы слышали о том, что этот дом продан.

– определения (находится после определяемого существительного):

I don't know the reason of **your leaving**. – Я не знаю причины Вашего отъезда.

Если существительное перед герундием стоит в общем падеже, то при замене его местоимением обычно употребляется притяжательное местоимение:

I hadn't much hope of his plan working. – У меня было мало надежды на то, что его план сработает.

I hadn't much hope of its working. – У меня было мало надежды на то, что он (план) сработает.

– обстоятельства (относится к глаголу, выражающему совершившееся действие, отвечает на вопрос *как?, где?, когда?, зачем?, почему?* совершается действие):

I entered the room without **his seeing** it. – Я вошла в комнату так, что он и не увидел этого.

After **his coming back** she locked the door. – После его возвращения она закрыла дверь на ключ.

Герундию в форме Indefinite соответствует в придаточном предложении глагол, выражающий действие, одновременное с действием глагола главного предложения или относящееся к будущему.

I am upset by **your writing** this article. – Я расстроен тем, что ты пишешь эту статью.

Герундию в форме Perfect соответствует в придаточном предложении глагол, выражающий действие, предшествующее действию глагола главного предложения.

I am upset by your **having written** this article. – Я расстроен тем, что ты написал эту статью.

UNIT 8

Modal verbs *can, could, be able to* (functions) – Модальные глаголы *can, could, be able to*

1. **Can** используется для выражения возможности или способности что-то сделать.

а) **Present** (настоящее время)

I **can** draw a horse. – Я могу нарисовать лошадь.

I **can't** draw a horse. – Я не могу нарисовать лошадь.

Сочетание **be able to** можно использовать вместо **can**, но для настоящего времени глагол **can** является более распространенным.

I **am able to** draw a horse. – Я могу нарисовать лошадь.

б) *Past* (прошедшее время)

Could или **was / were able to** используется для выражения возможности совершать действие в прошлом.

I could understand him. – Я мог его понять.

I was able to understand him. – Я мог его понять.

Примечание

Could используется для выражения возможности или способности что-то сделать вообще, а не в конкретной ситуации. Для конкретной ситуации используется **was / were able to**.

I could understand him. – Я мог его понять. (Общая ситуация – используется **could**.)

He spoke very quickly, but I was able to understand him. – Он говорил очень быстро, но я смог его понять. (Конкретная ситуация – используется **was able to**. Если в конкретной ситуации использовать **could**, то это будет обозначать «Я мог его понять, но не понял».)

в) *Остальные времена*

В остальных временах (отличных от *Present* и *Past*) используется **be able to**.

2. **Could** используется для выражения возможности совершить что-то сейчас или в будущем.

We could go to the cinema this evening. – Сегодня вечером мы можем пойти в кино.

Использование **could** носит оттенок неуверенности (вероятности), что в русском языке иногда передается частицей *бы*. (Мы могли **бы** пойти в интернет-кафе).

It could rain tonight. – Вечером может пойти дождь.

Примечание

В этой ситуации **could**, **may** и **might** можно использовать взаимозаменяемо.

3. **Could** употребляется в вежливых формах, при обращении.

Could you pass the salt, please? – Могли бы Вы передать мне соль?

Сводная таблица:

Modal verb	Function	Example
can (could – past)	ability	<i>I can speak Japanese.</i>
	request (informal)	<i>Dad, can I go out now?</i>
can't (couldn't – past)	prohibition	<i>My dad says we can't see each other anymore.</i>
	impossibility	<i>It can't be Tom, Tom is in France now.</i>
could	possibility	<i>I could talk to the teacher, but I don't think it helps.</i>
	request	<i>Could you collect the kids from school today?</i>
be able to	ability	<i>She was able to complete the test in two hours.</i>

Unit 8, Lesson 6, ex. 3b

1. What modal verb is used to talk about prohibitions? What other verbs are used in this case? 2. If you are talking about physical ability in general, what modal verb is used? 3. In what situations do you use the verb *be able to*? 4. What modal verb do you use to ask your teacher for something? What if you are asking your granny or a friend? 5. What modal verbs are used to talk about possibility in English?

UNIT 9

Pronoun – Местоимение

Местоимением называется часть речи, которая указывает на лица, предметы и их признаки, не называя их. В предложении местоимение употребляется вместо существительного или прилагательного.

1, 2, 3. Личные, притяжательные и возвратно-усилительные местоимения. Personal, possessive and reflexive / emphatic pronouns.

Личные местоимения		Притяжательные местоимения		Возвратно-усилительные местоимения
Именительный падеж	Объектный падеж	Основная форма	Абсолютная форма	
I я	me мне, меня	my мой	mine мой	myself
you ты	you тебе, тебя	your твой	yours твой	yourself
he он	him его, ему	his его	his его	himself
she она	her ее, ей	her ее	hers ее	herself
it он, она, оно	it его, ее, ему	its его, ее	its его, ее	itself
we мы	us нам, нас	our наш	ours наш	ourselves
you вы	you вам, вас	your ваш	yours ваш	yourselves
they они	them их, им	their их	theirs их	themselves

Личные местоимения. Местоимение **I** всегда пишется с прописной буквы. Если в предложении есть другие личные местоимения или существительные, то **I** ставится после них:

Yesterday my friend and I saw a new film.

Местоимение **he** обозначает лица мужского пола, **she** – женского. Говоря о животных, местоимения **he** или **she** употребляют тогда, когда хотят подчеркнуть их пол, а также в сказках, баснях. **Исключение:** корабль или автомобиль – всегда **she**, самолет – **it**.

Местоимение **it** заменяет существительное, обозначающее неодушевленный предмет, абстрактное понятие, животное или растение, а также существительные **baby, child** ребенок (если не акцентируется пол ребенка).

В качестве именной части составного сказуемого возможно употребление личных местоимений как в именительном, так и в объектном падеже. При этом формы именительного падежа считаются книжно-официальными, а формы объектного падежа – разговорными.

Who is there? – It is I. = It is me. (разг. форма) *Кто там? – Это я.*

Если местоимение it стоит на первом месте в предложении, но не заменяет существительное, оно является формальным подлежащим безличного предложения, где говорится о погоде, времени, расстоянии, различных измерениях и т.п.

It is cold. It is dark. – Холодно. Темно.

It was winter. – Была зима.

It's Saturday. It's the 12th of February. = It's February 12th. – Сейчас суббота. 12 февраля.

Каждому личному местоимению соответствует притяжательное местоимение, выражающее принадлежность и отвечающее на вопрос **whose? чей?**

Притяжательные местоимения. Эти местоимения имеют две формы. Местоимения первой, или **основной**, формы (местоимения-прилагательные) выполняют функцию определения и стоят перед существительным. Местоимения второй, или **абсолютной**, формы заменяют само существительное.

После притяжательных местоимений-прилагательных может стоять прилагательное **own** [əʊn] *свой, собственный*, усиливая значение местоимения.

He saw it with **his own eyes**. – Он видел это **своими собственными глазами**.

Конструкция **on one's own** обозначает *один, в одиночестве*, а также *самостоятельно, своими силами*.

I like being **on my own** – Я люблю бывать **в одиночестве**.

She does all the cooking **on her own**. – Она все готовит **сама**.

В английском языке нет особой формы притяжательного местоимения, соответствующей русскому местоимению

свой. Оно переводится одним из притяжательных местоимений **my, mine** и т.д. в зависимости от лица и числа подлежащего.

Я пользуюсь **своими записями**. – I use **my notes**.

Возвратно-усилительные местоимения образуются путем прибавления к притяжательным местоимениям **my, our, your**, личным местоимениям **him, her, it, them** и неопределенному местоимению **one** окончания **-self** (в единственном числе) и **-selves** (во множественном числе). В русском языке они соответствуют частице **-ся (-сь)**, которая присоединяется к глаголам для того, чтобы придать им возвратное значение.

I cut **myself**. – Я порезался.

Please don't trouble **yourself**. – Пожалуйста, не беспокойтесь.

После **непереходных глаголов** возвратные местоимения употребляются с предлогом (предложное дополнение).

Look at **yourself**. – Посмотри на себя.

She spoke very little of **herself**. – Она очень мало говорила о себе.

После глаголов **to wash умываться, to dress одеваться, to shave бриться, to bathe купаться, to hide прятаться, to relax расслабляться** возвратные местоимения обычно опускаются, если нет необходимости подчеркивать, что человек сделал это сам.

He washed, dressed and left the house. – Он умылся, оделся и покинул дом.

Hide behind the tree. – Спрячьтесь за деревом.

Возвратные местоимения употребляются в ряде распространенных выражений.

Enjoy **yourself**! – Получай удовольствие! Наслаждайся жизнью!

Behave **yourself**! – Веди себя прилично!

Help **yourself / yourselves**! – Угощайся / угощайтесь!

Усилительные местоимения имеют ту же форму, что и возвратные. Они употребляются с существительными или личными местоимениями для усиления их смысла и соответствуют русскому местоимению **сам (сама, само, сами)**. Они могут стоять как в конце предложения, так и после слова, значение которого усиливают.

I saw it **myself**. = I **myself** saw it. – Я **сам** это видел.

You have to do everything **yourselves**. – Вам придется сделать все **самим**.

В сочетании с предшествующим предлогом **(all) by** эти местоимения могут обозначать:

а) что данное лицо совершает действие вполне самостоятельно, без чьей-либо помощи.

I did it **by myself**. – Я сделал это **сам**.

б) после непереходных глаголов оборот **(all) by myself (himself, etc.)** может иметь значение *(совсем) один, в одиночестве* (= on one's own; alone).

I came **(all) by myself**. – Я приехал **один**.

4. Взаимные местоимения (Reciprocal pronouns). К взаимным местоимениям относятся местоимения **each other, one another** *друг друга, один другого*.

Местоимение **each other** обычно относится к двум лицам или предметам.

I think they love **each other**. – Я думаю, что они любят **друг друга**.

Местоимение **one another** предполагает больше двух лиц, однако в обычной разговорной речи оно употребляется без каких-либо различий.

Взаимные местоимения в притяжательном падеже **each other's, one another's** употребляются в функции определения.

We couldn't hear each other's words for the wind. – Мы не могли расслышать слов **друг друга** из-за ветра.

5. Указательные местоимения (Demonstrative pronouns). Они указывают на лицо либо предмет или на их признаки.

Указательные местоимения **this** и **that** имеют формы множественного числа: **this** *этот*, **these** *эти*; **that** *тот*, **those** *те*. К указательным местоимениям относятся также **it** *это*, **such** *такой, такого рода; подобный*; **(the) same** *тот же самый, те же самые*.

This pencil is mine. **These pencils** are mine, too. – **Этот карандаш** мой. **Эти карандаши** тоже мои.

Look at **that picture**. – Взгляни на ту **картину**.

Местоимение **such** перед исчисляемым существительным единственного числа употребляется с неопределенным артиклем **a (an)**, который ставится после местоимения.

It is **such an** interesting **book**. – Это такая интересная **книга**.

Исчисляемые существительные во множественном числе употребляются после местоимения **such** чаще без артикля.

Don't ask me **such** difficult **questions**. – Не задавай(те) мне **такие** трудные **вопросы**.

I don't like **such** terrible **weather**. – Мне не нравится **такая** ужасная погода.

Местоимение **same** всегда употребляется с определенным артиклем **the**.

Read **the same** phrase once more. – Прочитай **эту же** фразу еще раз.

It's not quite **the same**. – Это не совсем **то же самое**.

Местоимение **the same** употребляется также в устойчивых выражениях; при ответе на поздравления и пожелания и т.п.

Happy New Year! / Good luck! – **The same** to you! – С Новым годом! / Желаю удачи! – Вас **также!** И Вам **тоже!**

6. Вопросительные местоимения (Interrogative pronouns). К вопросительным местоимениям относятся **who** *кто*; **what** *что, какой*; **which** *который*; **whose** *чей*; **whom** *кого, кому*.

Местоимение **who** употребляется по отношению к лицам (иногда животным) и имеет два падежа: именительный – **who** и объектный – **whom**.

Who took my book? – Ann took it. – **Кто** взял мою книгу? – Анна взяла ее.

Внимание! В вопросах к подлежащему в Present и Past Simple с вопросительными местоимениями **who (whom), what, which, whose** вспомогательный глагол не используется. В остальных типах вопросов (к дополнению, к определению и т.д.) употребляется вспомогательный глагол (do, did, ...).

Who did you see? – I saw **John**. – **Кого** ты видел? – Я видел Джона.

Когда вопрос относится к именной части сказуемого, глагол-связка согласуется в лице и числе с подлежащим.

Who is this girl? – **Кто** эта девушка?

Who are your friends? – **Кто** твои друзья?

Форма **whom** характерна для официальной и книжной речи, сохраняется в докладах и деловых бумагах, а в разговорном языке она все равно заменяется формой именительного падежа – **who**.

Who (whom) did you call? – **Кому** ты звонил?

Форма **whom** может употребляться с различными предлогами, соответствуя в русском языке местоимению *кто* в косвенных падежах с предлогами.

To whom did you send the letter? – **Кому** ты послал письмо?

Предлог не может стоять перед формой **who**. В разговорном стиле, когда форма объектного падежа **whom** заменяется формой **who**, предлог ставится после глагола, а при наличии дополнения – после него, т.е. обычно в конце предложения.

Who are you going **to**? вместо **To whom** are you going? – **К кому** ты едешь?

Местоимение **what** употребляется как местоимение-существительное *что* (о неодушевленных предметах) и как местоимение-прилагательное *со* значением *какой, -ая, -ое, -ие* (по отношению к лицам и предметам).

What is it (или that)? – **Что** это такое?

What is lying on the table? – **Что** лежит на столе?

What do you mean? – **Что** ты имеешь в виду?

What traditions do you know about? – О **каких** традициях ты что-нибудь знаешь?

Местоимение **what** в сочетании с предлогами выполняет функцию предложного косвенного дополнения, соответствуя в русском языке местоимению *что* в косвенных падежах.

About what are you going to ask him? – О **чем** ты собираешься спросить его?

Обычно предлог, как и в случае с **who**, занимает конечную позицию.

What did you cut it **with**? вместо **With what** did you cut it? – **Чем** ты это разрезал?

What are you interested **in**? вместо **In what** are you interested? – **Чем** Вы интересуетесь?

Местоимение **which** в значении *который* (*кто, что, какой*) употребляется по отношению как к одушевленным, так и неодушевленным предметам. Использование **which** подразумевает выбор из ограниченного числа лиц или предметов (в иных случаях употребляют **what что, какой** или **who кто**).

Which car's (is) yours? – **Которая (из)** машин твоя?

Сравните: **What books** did you buy? – **Какие** книги вы купили?

При употреблении **which** в качестве местоимения-существительного за ним часто следует предлог **of**.

Which of you is Greg? – **Кто из** вас Грег?

Местоимение **whose** *чей* исключает употребление артикля перед существительным и всегда стоит непосредственно перед существительным, к которому относится.

Whose book is this (it)? – **Чья** это книга?

7. Относительные и соединительные местоимения (Relative and conjunctive pronouns). Эти местоимения служат для связи придаточного предложения с главным и, кроме того, являются членами придаточного предложения (подлежащего, дополнения и др.): **who кто; what что, какой; which который; whose чей; that который; whom кого, кому.**

I see a boy **who** is drawing. – Я вижу мальчика, **который** рисует.

She is the only person (**whom**) I trust. – Она – единственный человек, **которому** я доверяю.

8. Отрицательные местоимения (Negative pronouns).

К данным местоимениям относятся: **no** *никакой, никакая, никакое, никакие*; **none** *никто, ничто, ни один*; **neither** *ни тот, ни другой*; **no one** *никто, никого*; **nobody** *никто, никого*; **nothing** *ничто*.

I saw **nobody** there. – Я **никого** не видел там.

No smoking! – **Никакого** курения! Курить запрещается.

None of us knows Spanish. – **Никто** из нас не знает испанского языка.

Neither of us is/are English. – **Ни один** из нас не является англичанином.

9. Неопределенные местоимения (Indefinite pronouns).

К данным местоимениям относятся: **some / any** *какой-то, какая-то, какой-нибудь, какой-либо, несколько, некоторый*; **somebody / someone** *кто-то*; **something** *что-то*; **anybody / anyone** *кто-нибудь, кто-либо, кто-то*; **anything** *что-нибудь, что-либо, что-то*; **one** *любой*.

Местоимение **some** и его производные употребляются в утвердительных предложениях (а также в специальных вопросах и общих вопросах, выражающих просьбу или предложение).

Where can I buy **some** notebooks? – Где я могу купить тетради?

Would you like **some** milk? – Не хотите ли молока?

Can I have **some** cold water? – Могу я получить (немного) холодной воды?

Местоимение **any** и его производные употребляются в отрицательных предложениях и общих вопросах. В утвердительных предложениях **any** и его производные употребляются в значении *любой*.

I've got **some** questions. – У меня есть **несколько** вопросов.

Have you got **any** questions? – У вас есть (**какие-нибудь**) вопросы?

I haven't got **any** questions. = I don't have **any** questions.
Или: I've got **no** questions. – У меня нет (**никаких**) вопросов.
There isn't **anything** on the table. Или: There is **nothing** on the table. – На столе нет **ничего**.

Перед исчисляемыми существительными во множественном числе **some** употребляется в значении *несколько, некоторые* (иногда не переводится).

Some pupils were late for the lesson. – **Некоторые** ученики опоздали на урок.

Перед исчисляемыми существительными в единственном числе **some** употребляется в значении *какой-то, какой-нибудь*.

Some man wants to see you. – **Какой-то** человек хочет видеть Вас.

Some day my dream will come true. – **Когда-нибудь** моя мечта осуществится.

Перед неисчисляемыми существительными **some** обозначает *некоторое количество, сколько-нибудь, немного* и обычно не переводится.

Give me **some** water, please. – Дайте мне воды, пожалуйста.

В значении *любой, всякий* местоимение **any** может употребляться в предложениях всех типов перед исчисляемыми существительными в единственном числе и неисчисляемыми существительными.

You can buy them at **any** shop. – Вы можете купить их в **любом** магазине.

Перед исчисляемыми существительными во множественном числе, и неисчисляемыми существительными и абстрактными понятиями **any** чаще не переводится.

Do you expect **any** visitors today? – Ты ждешь (**каких-нибудь**) гостей сегодня?

Do you have **any** coffee? – У тебя есть кофе?

В отрицательных предложениях употребляется только местоимение **any**, причем сказуемое предложения должно

стоять в отрицательной форме. Часто вместо **not ... any** употребляется **no**.

He didn't make **any** mistakes in his dictation. = He made **no** mistakes in his dictation. – Он не сделал (**никаких**) ошибок в диктанте.

Местоимение **any** перед неисчисляемыми существительными может переводиться как *никакой*, но чаще не переводится.

I don't have **any** money. = I have **no** money. (Второй вариант употребляется чаще.) – У меня нет (**никаких**) денег.

Местоимение **one** (по форме совпадающее с числительным **one один**) имеет два основных значения: неопределенно-личное и слова-заместителя, имеет форму *множественного* числа – **ones**. На русский язык обычно не переводится.

One never knows what may happen. – Никто не знает, что может случиться.

One must be careful in the street. – Нужно быть осторожным на улице.

В качестве слова-заместителя местоимение **one** употребляется вместо упомянутого ранее исчисляемого существительного, чтобы избежать его повторения.

Take my pen. – Thank you, I've got **one**. – Возьми мою ручку. – Спасибо, у меня есть (ручка).

Here are some books. Which **ones** would you like? – Вот несколько книг. – Какие вы хотите?

10. Обобщающие местоимения (Defining pronouns).

К данным местоимениям относятся: **all все, всё**; **both оба, обе** (только о двух – *оба вместе*); **either и тот и другой** (только о двух – *каждый из двух*); **each каждый**; **every каждый, всякий**; **everybody / everyone все**; **everything всё**; **other, another другой, другие**.

All plants need water. – **Все** растения нуждаются в воде.

All the pupils are present. – **Все** ученики присутствуют.

All the furniture was packed. – **Вся** мебель была упакована.

You all know it. – Вы все знаете это.

All are present. – Все присутствуют.

All is ready. = Everything is ready. – Все готово.

Местоимение **call** образует многие устойчивые словосочетания:

all together – *все вместе*: Let's (let us) sing all together. – *Соемте все вместе.*

all over – *повсюду*: All over the word. – *Во всем мире.*

all over again – *снова, опять*: Don't start all over again. – *Не начинай опять все снова.*

all right – *в порядке; хорошо, ладно*: All right, I'll help you. – *Ладно, я помогу тебе.*

after all – *в конце концов, все-таки*: I was right after all. – *Я был прав все-таки.*

at all – *вообще, совсем, вовсе*: He did not come at all. – *Он не пришел вообще.*

not... at all – *совсем не*: Not bad at all. – *Совсем неплохо.*

first of all – *прежде всего*: I must finish my work first of all. – *Я должен закончить (свою) работу прежде всего.*

best/most of all – *лучше, больше всего*: I love him best of all. – *Я люблю его больше всех.*

Формальное подлежащее *It*

В английском языке подлежащее является обязательным элементом предложения. В безличных предложениях употребляется формальное подлежащее, выраженное местоимением **it**.

Местоимение **it** употребляется в качестве формального подлежащего в **безличных предложениях** при сообщениях о явлениях природы, состоянии погоды, при обозначениях времени и расстояния.

It is winter. It is cold. It is getting dark.

It often snows in November. It is early morning. It is five o'clock.

Местоимение **it** в функции формального подлежащего употребляется с **некоторыми глаголами в страдательном залоге**. Такие страдательные обороты соответствуют в русском языке неопределенно-личным оборотам.

It is said ... – Говорят ...

It is believed ... – Полагают ...

It is expected ... – Ожидают ...

Примечание

Следует иметь в виду, что местоимение **it** употребляется не только в качестве формального подлежащего. **It** употребляется и в качестве знаменательного подлежащего – как личное местоимение со значением *он, она, оно* и как указательное местоимение со значением *это*:

I bought a dictionary yesterday. It is very good.

What is this? – It is a new dictionary.

Complex subject – Сложное подлежащее

Конструкция «сложное подлежащее с инфинитивом» состоит из **именной** части, которая выражается существительным в именительном падеже или местоимением в именительном падеже (I, he, she, you), и **глагольной** части, которая выражается инфинитивом с частицей **to**.

В английском языке не существует неопределенно-личных предложений, т.е. предложений, в которых не упоминается лицо, совершающее действие. Поэтому русским предложениям «Говорят...», «Считают...», «Сообщают...» соответствуют предложения, в которых инфинитив употребляется в функции сложного подлежащего.

Употребляется в следующих случаях:

1. С глаголами в действительном залоге: **to seem, to appear, to happen, to turn out**.

Do you happen to hear the news? – Вы случайно не слышали новости?

He turned out to be a talkative person. – Он оказался разговорчивым человеком.

They seemed/appeared to be discussing something important. – Казалось, они обсуждали что-то важное.

Предложения с инфинитивом в функции сложного подлежащего в большинстве случаев переводятся на русский язык неопределенно-личными предложениями: «Говорят...», «Считают...», «Предполагают...» и т.д.

2. С глаголами в страдательном залоге: **to be said, to be reported, to be supposed, to be expected, to be known, to be considered, to be understood, to be thought, to be believed, to be made, to be seen, to be heard.**

The conference is supposed to begin at ten. – Предполагается, что конференция начнется в десять.

He is said to be a very skilled worker. – Говорят, что он очень квалифицированный работник.

3. С фразами: **to be sure** (*быть уверенным*), **to be likely** (*вероятно*), **to be unlikely** (*вряд ли, маловероятно*), **to be certain** (*быть уверенным*).

He is sure to become your friend. – Он наверняка станет твоим другом.

I'm likely to be busy tomorrow. – Я, скорее всего, буду занята завтра.

СОГЛАСОВАНИЕ СКАЗУЕМОГО С ПОДЛЕЖАЩИМ

Подлежащее	Сказуемое	Примеры
состоит из двух или более существительных (местоимений), соединенных союзом and	глагол употребляется во множественном числе	John and his sister are playing .
два и более существительных (местоимений), соединяются союзом or	глагол употребляется в единственном числе	Nick or Mike is going to write this report.
два и более существительных (местоимений), соединяются союзами either ... or, neither ... nor, not only ... but also	глагол согласуется с последним существительным	Either the chief executive or his assistants are to call back . Neither Tom nor John likes football.

Подлежащее	Сказуемое	Примеры
сопровождается другими существительными	глагол согласуется с подлежащим	One of the cars was broken. The woman with all her bags looks funny.
местоимения each, each one, everyone, everybody, anybody, anyone, nobody, someone, somebody, no one, either, neither	глагол употребляется в единственном числе	Everyone likes holidays. Neither is correct. Everybody in his class wants to study well. Each of these books is interesting.
существительные mathematics (maths), politics, physics, gymnastics	глагол употребляется в единственном числе	Mathematics is important for IT students. There was very interesting news on TV.
существительные scissors, jeans, tights, trousers	глагол употребляется во множественном числе	My scissors are sharp. My trousers are too big for me.
собираательные существительные team, family, crew	глагол употребляется в единственном числе	Her family is very friendly. Our team demonstrates excellent results.
both ... and	глагол употребляется во множественном числе	Both Anna and Tanya go to the gym.
два существительных, соединенных с помощью with, as well as	глагол согласуется с первым подлежащим	Tom as well as other students is learning English.
собираательное существительное, в котором отдельно рассматривается каждый член группы	глагол употребляется во множественном числе	The police are well trained people.

Подлежащее	Сказуемое	Примеры
each, every, everybody, nobody, everyone, everything, no one, somebody, someone, either, neither	глагол употребляется в единственном числе	Nobody likes this film. Everything was delicious. Nobody goes to the gym.

ACTIVE VOCABULARY

UNIT 1: FAMILY

abandoned [ə'bændənd] (*adj.*) – брошенный, заброшенный, покинутый
appreciate [ə'pri:ʃieɪt] (*v.*) – ценить
average ['ævərɪdʒ] (*adj.*) – средний, среднестатистический
background ['bækgraʊnd] (*n.*) – происхождение; фон, задний план
breakdown ['breɪkdaʊn] (*n.*) – распад, разрушение
divorce [dɪ'vɔ:s] (*n.*) – развод
divorce [dɪ'vɔ:s] (*v.*) – разводиться
divorced [dɪ'vɔ:st] (*n.*) – разведенный, в разводе
experience [ɪks'pɪəriəns] (*n.*) – опыт
extended family [ɪk'stendɪd 'fæm(ə)li] (*adj.*) – дальние родственники
generation [,dʒenə'reɪʃən] (*n.*) – поколение
get-together ['gettə,geðə] (*n.*) – встреча, посиделки
household ['haʊshəʊld] – домохозяйство; семья
identity [aɪ'dentɪtɪ] (*n.*) – личность
immediate family [ɪ'mɪdiət 'fæm(ə)li] (*adj.*) – ближайшие родственники
interact [ɪntər'ækt] (*v.*) – взаимодействовать, общаться
necessity [nə'sesəti] (*n.*) – нужда, необходимость
obligation [ɒblɪ'geɪʃ(ə)n] (*n.*) – обязательство; обязанность
on average [ən'ævərɪdʒ] – в среднем
orphanage ['ɔ:f(ə)nɪdʒ] (*n.*) – приют для сирот
pass away [ˌpɑ:s ə'weɪ] *phr.* (*v.*) – скончаться
poll [pəʊl] (*n.*) – опрос, голосование
probability [ˌprɒbə'bɪləti] (*n.*) – вероятность
prohibition [ˌprəʊhɪ'bɪʃ(ə)n] (*n.*) – запрещение, запрет
separated ['sepəreɪtɪd] (*adj.*) – разделенные
sibling ['sɪblɪŋ] (*n.*) – родной брат; родная сестра
single-parent ['sɪŋɡlˌpeərənt] (*adj.*) – неполная (*семья*), с одним родителем
statistics [stə'tɪstɪks] (*n.*) – статистика, статистические данные
ties [taɪz] (*n.*) – связи
tight-knit [ˌtaɪt'nɪt] (*adj.*) – дружная (*семья*)
trouble ['trʌbl] (*n.*) – проблема, неприятность
values ['vælju:z] (*n.*) – ценности

UNIT 2: JOBS

achieve [ə'tʃi:v] (*v.*) – достигать
assess [ə'ses] (*v.*) – оценивать
badly-paid [ˌbædli ˌpeɪd] (*adj.*) – низкооплачиваемый

be an influence ['ɪnfluəns] (*v.*) – оказывать влияние
be in high demand [dɪˈmɑːnd] (*n.*) – пользоваться большим спросом
benefit ['benɪfɪt] (*n.*) – льготы, пособия
calling ['kɔːlɪŋ] (*n.*) – призвание
career [kəˈrɪə] (*n.*) – карьера
challenging [ˈtʃælɪndʒɪŋ] (*adj.*) – требующий напряжения (*сил*); испытывающий (*способности, стойкость*)
commitment [kəˈmɪtmənt] (*n.*) – приверженность, преданность
competitive [kəmˈpetətɪv] (*adj.*) – 1) соперничающий, конкурентный, конкурентоспособный; 2) соревновательный, состязательный
deal [ˈdiːl] **with clients** – иметь дело с клиентами
entrepreneur [ˌɒntɹəprəˈnɜːr] (*n.*) – предприниматель
follow in someone's footsteps – идти по стопам кого-л.
have good / poor working conditions (*v.*) – иметь хорошие (плохие) условия для работы
hazard [ˈhæzəd] (*n.*) – риск, источник опасности, опасность; инцидент
highly skilled [ˈhaɪli ˈskɪld] (*adj.*) – высококвалифицированный
job security (*n.*) – гарантия занятости
load [ləʊd] (*n.*) – нагрузка
nurse [nɜːs] (*n.*) – медсестра
passion [ˈpæʃ(ə)n] (*n.*) – страсть, страстное увлечение
purpose [ˈpɜːpəs] (*n.*) – назначение, намерение, цель; замысел, стремление
qualification [ˌkwɒlɪfɪˈkeɪʃ(ə)n] (*n.*) – квалификация; право занимать какую-л. должность (*подтвержденное документом*); профессионализм
qualified [ˈkwɒlɪfaɪd] (*adj.*) – квалифицированный, компетентный, сведущий
relevant [ˈreləv(ə)nt] (*adj.*) – значимый; существенный; важный
require [rɪˈkwaɪə] (*v.*) – требовать
requirement [rɪˈkwaɪəmənt] (*n.*) – требование
reward [rɪˈwɔːd] (*n.*) – награда, вознаграждение
rewarding [rɪˈwɔːdɪŋ] (*adj.*) – стоящий, полезный
role model [ˈrɒl ˌmɒd(ə)l] (*n.*) – образец для подражания
salary [ˈsæləri] (*n.*) – жалование, заработная плата; оклад
strength [streŋθ] (*n.*) – сильная сторона
weakness [ˈwiːknəs] (*n.*) – слабые стороны
well-paid [ˌwel ˌpeɪd] (*adj.*) – высокооплачиваемый
work long hours (*v.*) – иметь длинный рабочий день

UNIT 3: ENVIRONMENT

ape [eɪp] (n.) – человекообразная обезьяна

be absorbed [əb'zɔ:bd] (v.) – поглощаться, всасываться, абсорбироваться

be released [rɪ'li:st] (v.) – выпускаться, высвобождаться

biodegradable [ˌbaɪəʊdaɪ'greɪdəbl] (n.) – биоразлагаемый

biodiversity [ˌbaɪəʊdaɪ'vɜ:səti] (n.) – разнообразие видов

carbon dioxide [ˌkɑ:bən daɪ'ɒksaɪd] (n.) – двуокись углерода

carbon footprint [ˌkɑ:bən 'fʊt.prɪnt] (n.) – «углеродный отпечаток», т.е. количество углерода, вырабатываемое человеком в результате его жизнедеятельности

conservation [ˌkɒnsə'veɪʃ(ə)n] (n.) – охрана, сохранение; защита

consume [kən'sju:m] (v.) – потреблять

consumption [kən'sʌmpʃ(ə)n] (n.) – потребление

contamination [kən,tæmɪn'eɪʃ(ə)n] (n.) – заражение

crucial ['kru:ʃ(ə)l] (adj.) – ключевой, наиболее значительный; решающий

deforestation [diˌfɒrɪ'steɪʃ(ə)n] (n.) – обезлесение, вырубка леса

emission [ɪ'mɪʃ(ə)nɪz] (n.) – выделение, распространение (*тепла*); излучение (*света*); испускание (*запаха*)

endangered [m'deɪndʒəd] (adj.) – находящийся под угрозой исчезновения

environment [ɪn'vaɪrənmənt] (n.) – окружающая среда, окружение

extinct [ɪk'stɪŋkt] (adj.) – вымерший

fuel ['fju:əl] (n.) – топливо

global warming ['gləʊb(ə)l 'wɔ:ɪmɪŋ] (n.) – глобальное потепление

greenhouse effect ['grɪnˌhaʊs ɪˌfekt] (n.) – парниковый эффект

habitat ['hæbɪtæt] (n.) – место распространения, ареал (*животного, растения*); естественная среда

humans ['hju:mənz] (n.) – люди

increase [ɪn'kri:s] (v.) – расти; увеличиваться

interdependent [ɪntədrɪ'pendənt] (adj.) – взаимозависимый

issue ['ɪʃu:] (n.) – проблема, вопрос

landfill ['lænd(fɪ)l] (n.) – свалка

melt [melt] (v.) – таять

nuclear ['nju:kliə] (adj.) – ядерный

poacher ['pəʊtʃə] (n.) – браконьер

rare [reə] (adj.) – редкий

recycle [riˈsaɪk(ə)l] (v.) – повторно использовать; возвращать в оборот (*отходы производства*)

reduce [rɪ'dju:s] (v.) – уменьшать, сокращать

renewable [rɪ'nju:əb(ə)l] (adj.) – возобновляемый

resource depletion [rɪ'zɔ:s dɪ'pli:ʃn] (*n.*) – истощение ресурсов
reuse [ri:'ju:z] (*v.*) – снова использовать
rise [raɪz] (*v.*) – подниматься
species ['spi:ʃi:z] (*n.*) – род, вид, порода
valuable ['væljʊb(ə)l] (*adj.*) – ценный

UNIT 4: BRITAIN, AUSTRALIA, NEW ZEALAND

abundance [ə'bʌndəns] (*n.*) – изобилие
adaptable [ə'dæptəb(ə)l] (*adj.*) – гибкий, легко адаптирующийся
ally ['ælaɪ] (*n.*) – союзник
anthem ['ænθəm] (*n.*) – гимн
appreciate [ə'pri:ʃieɪt] (*v.*) – ценить, осознать
association [ə.səʊsi'eɪʃ(ə)n] (*n.*) – объединение, сообщество
awe-inspiring [ɔ:ɪn'spaɪərɪŋ] (*adj.*) – впечатляющий
benefit ['benɪfɪt] (*n., v.*) – польза; приносить пользу; содействовать
boast [bəʊst] (*v.*) – хвастать (*чем-л.*)
boost [bu:st] (*v.*) – увеличить, активизировать, усилить
bucket list ['bʌkɪt ,lɪst] (*n.*) – список желаний
coat of arms [kəʊt of 'ɑ:mz] (*n.*) – герб
commemorate [kə'meməreɪt] (*v.*) – почтить память; проводить какие-л. мероприятия в память о ком-л., чем-л.; отмечать, праздновать
common sense [ˌkɒmən 'sens] (*n.*) – здравый смысл
commonwealth ['kɒmənwelθ] (*n.*) – содружество, союз
community [kə'mju:nəti] (*n.*) – сообщество, объединение
consideration [kən'sɪdə'reɪʃ(ə)n] (*n.*) – внимание
constituent unit [kən'stɪtjuənt 'ju:nɪt] (*n.*) – составная часть
convict ['kɒnvɪkt] (*n.*) – заключенный, каторжник
cope with [kəʊp wɪθ] (*v.*) – справляться с (*чем-л.*)
dedicate ['dedɪkeɪt] (*v.*) – посвящать, посвятить
democracy [dɪ'mɒkrəsi] (*n.*) – государство с демократической формой правления; демократия
dependency [dɪ'pendənsi] (*n.*) – зависимая страна, территория, колония
descent [dɪ'sent] (*n.*) – происхождение
dignity ['dɪɡnəti] (*n.*) – достоинство
diligence ['dɪlɪdʒ(ə)ns] (*n.*) – усердие, старание, прилежание
diverse [daɪ'vɜ:s] (*adj.*) – разнообразный
down-to-earth [ˌdaʊn tə'z:θ] (*adj.*) – реалистичный, приземленный
escape [ɪ'skeɪp] (*v.*) – сбежать, избежать
executive [ɪɡ'zekjʊtɪv] (*adj.*) – исполнительный (*о власти*)

expand [ɪk'spænd] (v.) – расширяться, расширять
fair-play [ˌfeə(r)'pleɪ] (n.) – справедливость
fierce [fiəs] (adj.) – яростный
glorious ['glɔːriəs] (adj.) – славный, великий
gorgeous ['gɔːdʒəs] (adj.) – великолепный, прекрасный
governor-general ['gʌvə(r)nə(r) 'dʒen(ə)rəl] (n.) – генерал-губернатор
grace [greɪs] (n.) – изящество, грация; достоинство
guardianship ['gɑːdiənʃɪp] (n.) – опека
heritage ['herɪtɪdʒ] (n.) – наследие
hideaway ['haɪdəweɪ] (n.) – убежище
icon ['aɪkɒn] (n.) – символ, знаковая фигура
impact ['ɪmpækt] (n.) – влияние, воздействие
indigenous [mɪ'dɪdʒənəs] (adj.) – коренной (о населении), местный, аборигенный
insight ['ɪnsaɪt] (n.) – понимание, взгляд
legislative ['ledʒɪslətɪv] (adj.) – законодательный
make a difference [ˌmeɪk ə 'dɪfərəns] (v.) – внести свой вклад, сделать мир лучше
mateship ['meɪtʃɪp] (n.) – чувство товарищества
mind-blowing [ˌmaɪnd 'bləʊɪŋ] (adj.) – невероятный
must-see [ˌmʌst 'siː] (adj.) – стоящий
national identity [ˌnæʃ(ə)nəl aɪ'dentɪti] (n.) – национальная идентичность, самобытность
network ['netwɜːk] (n.) – контакты, связи
overcome [ˌəʊvə'kʌm] (v.) – преодолеть
painstaking ['peɪnzˌteɪkɪŋ] (adj.) – трудоемкий
penal ['piːn(ə)l] (adj.) – наказуемый (законом), уголовный, **penal colony** – штрафная колония
pride oneself on [ˌpraɪd wʌn'self ɒn] (v.) – гордиться (чем-л.)
pursuit [pə'sjuːt] (n.) – стремление
refer [rɪ'fɜː] (v.) – иметь отношение, относиться; касаться
refugee [ˌrefjuː'dʒiː] (n.) – беженец
remarkable [rɪ'mɑːkəb(ə)l] (adj.) – впечатляющий, выдающийся
remote [rɪ'məʊt] (adj.) – дальний, отдаленный
scenery ['siːnəri] (n.) – пейзаж
scenic ['siːnɪk] (adj.) – живописный
serve [sɜːv] (v.) – служить
service ['sɜːvɪs] (n.) – служба
significance [sɪɡ'nɪfɪkəns] (n.) – значительность, важность
species ['spiːʃiːz] pl. *species* – вид (биологический), **extinct species** – вымерший вид
spirit ['spɪrɪt] (n.) – дух
strive (strove, striven) for smth [straɪv] (v.) – стремиться к (чему-л.)

stunning ['stʌnɪŋ] (*adj.*) – великолепный, потрясающий
sustainable [sə'steɪnəbəl] (*adj.*) – рациональный
the outback ['aʊtbæk] (*n.*) – малонаселенная местность
to be on the (world heritage) list – быть в списке (объектов мирового культурного наследия)
unique [ju:'nɪk] (*adj.*) – особый
value ['vælju:] (*v.*) – ценить; ценность
voluntary ['vɒlənt(ə)rɪ] (*adj.*) – добровольный, сознательный

UNIT 5: THE USA AND CANADA

admission fee [əd'mɪʃ(ə)n ,fi:] *n.* – плата за вход (*куда-л.*)
African-American [ˌæfrɪkən ə'merɪkən] *n.* – афро-американец
all-American [ˌɔ:l ə'merɪkən] *adj.* – типично американский
be a must *v.* – быть обязательным для посещения, быть необходимой составляющей
be a paradise for (shoppers) ['pærədəɪs fə 'ʃɒpəz] *v.* – быть настоящим раем (для покупателей)
be on strike [straɪk] *v.* – бастовать
be scared to death ['skeə(r)d tə ,deθ] *v.* – быть напуганным до смерти
blame *v.* – обвинять
book in advance [ˌbʊk ɪn əd'vɑ:ns] – бронировать
chat with ['tʃæt ,wɪð] *v.* – болтать с (*кем-л.*)
coming of age [ˌkʌmɪŋ əv 'eɪdʒ] *n.* – совершеннолетие
concrete ['kɒŋkri:t] *adj.* – бетонный
corsage [kɔ:(r)'sɑ:ʒ] *n.* – букетик (*на руку*)
currency ['kʌrənsɪ] *n.* – валюта
deduction [dɪ'dʌkʃ(ə)n] *n.* – вывод
donation [dəʊ'neɪʃ(ə)n] *n.* – пожертвование
host [həʊst] *v.* – принимать, проводить
independence [ˌɪndɪ'pendəns] *n.* – независимость
life expectancy ['laɪf ɪk'spektənsɪ] *n.* – продолжительность жизни
line [laɪn] *n.* – очередь
livable ['lɪvəb(ə)l] *adj.* – удобный для жизни
melting pot ['meltɪŋ pɒt] *n.* – «плавильный котел» (*место слияния всех культур*)
prom [prɒm] *n.* – выпускной
refuge ['refju:dʒ] *n.* – убежище, спасение
resident ['rezɪd(ə)nt] *n.* – резидент, житель
speculation [ˌspekjə'leɪʃn] *n.* – размышление; гипотеза, предположение
stick [stɪk] *v.* – прилипать
tax [tæks] *n.* – налог

tolerance [ˈtɒlərəns] *n.* – терпимость, толерантность
unemployment [ˌʌnimˈplɔimənt] *n.* – безработица
victim [ˈvɪktɪm] *n.* – жертва

UNIT 6: DOT BY

addiction [əˈdɪkʃ(ə)n] (*n.*) – пристрастие
amazing [əˈmeɪzɪŋ] (*adj.*) – изумительный, поразительный
ancestor [ˈænsəstə] (*n.*) – предок
average [ˈæv(ə)rɪdʒ] (*adj.*) – средний, обычный, нормальный
background [ˈbækgraʊnd] (*n.*) – происхождение
basket [ˈbɑːskɪt] (*n.*) – корзина
beliefs [bɪˈliːfs] (*n.*) – верования, поверья
be made up of (*phr v.*) – состоять
breathtaking [ˈbreθteɪkɪŋ] (*adj.*) – захватывающий дух, потрясающий
cherish [ˈtʃerɪʃ] (*v.*) – дорожить, чтить
commemorate [kəˈmeməreɪt] (*v.*) – увековечивать, напоминать
conquer [ˈkɒŋkə] (*n.*) – завоевать, захватить
crossroads [ˈkrɒsrəʊdʒ] (*n.*) – перекресток, пересечение дорог
customs [ˈkʌstəmz] (*n.*) – нравы, обычаи
DIY centre [ˌdiː aɪ ˈwaɪ ˈsentə] (*n.*) – магазин «Сделай сам»
drawbridge [ˈdrɔːbrɪdʒ] (*n.*) – подъемный мост
dungeon [ˈdʌndʒ(ə)n] (*n.*) – башня замка; подземная тюрьма, тюремная камера; темница; склеп
edible [ˈedɪb(ə)l] (*adj.*) – съедобный
fascinating [ˈfæsɪneɪtɪŋ] (*adj.*) – очаровательный
get rid of [get rɪd əv] *phr. (v.)* – избавиться от (чего-л.)
household [ˈhaʊshəʊld] (*n.*) – домоладцы, семья
inherit [ɪnˈherɪt] (*v.*) – получить в наследство, унаследовать
king [kɪŋ] (*n.*) – король
knight [naɪt] (*n.*) – рыцарь
lawn [lɔːn] (*n.*) – газон
magnificent [mæɡˈnɪfɪs(ə)nt] (*adj.*) – великолепный
major city [ˈmeɪdʒə ˈsɪti] (*n.*) – главный город (региона, области)
make up [meɪk ˈʌp] (*v.*) – составлять
mature [məˈtʃʊə] (*adj.*) – взрослый
medieval [ˌmediˈiːv(ə)l] (*adj.*) – средневековый
Middle Ages [ˈmɪd(ə)l eɪdʒɪz] (*n.*) – Средневековье
minstrel [ˈmɪnstrəl] (*n.*) – менестрель
mow a lawn [ˈməʊ əˈlɔːn] (*v.*) – косить траву газонокосилкой
must see [ˌmʌst ˈsiː] (*n.*) – место (явление), предмет, который рекомендуется увидеть

origin ['brɪdʒɪn] (*n.*) – происхождение
overcome [ˌəʊvə'kʌm] (*v.*) – преодолеть
poisonous ['pɔɪz(ə)nəs] (*adj.*) – ядовитый
remarkable [rɪ'mɑ:kəb(ə)l] (*adj.*) – замечательный, удивительный
rite [raɪt] (*n.*) – обряд, ритуал
roots [ruːts] (*n.*) – корни
significance [sɪg'nɪfɪkəns] (*n.*) – важность, значимость
significant [sɪg'nɪfɪkənt] (*adj.*) – важный, существенный
tournament ['tuənəmənt] (*n.*) – турнир
tradition [trə'dɪʃ(ə)n] (*n.*) – традиции
watch tower ['wɒtʃ ˌtaʊə] (*n.*) – сторожевая башня
wipe [waɪp] **out** (*phr. v.*) – разрушить, уничтожить

UNIT 7: TOURISM

bite the bullet ['baɪt ðə 'bʊlɪt] – сцепить зубы, делать (что-л.) через силу
burst [bɜːst] **out of someone's comfort zone** – вырваться из зоны комфорта
brush [brʌʃ] **up on something** (*v.*) – освежать, восстанавливать знания
get back on track – вернуться к делу, вернуться на правильный путь
give somebody a boost [buːst] – давать преимущество
give somebody a thrill [θrɪl] (*v.*) – вызвать чувство волнения и восторга
go beyond something [bi'jɒnd] – выходить за рамки, не ограничиваться (чем-л.)
go through a rough patch [ɹʌf 'pætʃ] – переживать трудные времена
have a head for something – иметь способность, склонность к чему-л.
immerse [ɪ'mɜːs] **yourself in something** – погрузиться во что-л.
itinerary [aɪ'tɪnərəri] (*n.*) – маршрут
last resort [lɑːt ˈzɔːt] (*n.*) – крайняя мера, последнее средство
pale in comparison [peɪl ɪn kəm'pærɪ.sən] – меркнуть в сравнении
perk [pɜːk] (*n.*) – преимущество, привилегия
plough [plau] **through something** – осилить что-л., продирайтесь сквозь что-л.
set off [set 'ɒf] (*v.*) – отправляться в путь
slum [slʌm] (*n.*) – трущобы
stamping grounds ['stæmpɪŋ ˌgraʊndz] (*n.*) – излюбленное место
stay on top of something – быть на высоте, справляться с чем-л. лучше других
split-store [splɪt stɔːr] (*v.*) – хранить отдельно
swear [swɛə] **by something** (*v.*) – свято верить во что-л.
tailor-made [ˌteɪlə'meɪd] (*adj.*) – индивидуально разработанный
tech-savvy [tek 'sævi] (*adj.*) – технически подкованный

time-consuming [ˈtaɪmkənˌsjuːmɪŋ] (*adj.*) – требующий много времени
tug at someone's heartstrings [ˈhɑːtstriŋz] (*v.*) – растрогать до глубины души, вызвать глубокие чувства
voluntourism [ˌvɒləntʊəɪzəm] (*n.*) – проводить отпуск в качестве волонтера
unconventional [ˌʌnkənˈvenʃənəl] (*adj.*) – нетрадиционный, нестандартный

UNIT 8: AT HOME AND ABROAD

annual [ˈænjuəl] (*adj.*) – ежегодный, годовой
comfort zone (*n.*) – зона комфорта
community [kəˈmjuːnəti] (*n.*) – сообщество, община
contemporary [kənˈtempərəri] (*adj., n.*) – современный; современник
cooperation [kəʊˌpəˈreɪʃən] (*n.*) – сотрудничество
culture shock (*n.*) – культурный шок
embassy [ˈembəsi] (*n.*) – посольство
ensure [ɪnˈʃʊə] (*v.*) – гарантировать, обеспечить
establish [ɪˈstæblɪʃ] (*v.*) – установить, учредить
forum [ˈfɔːrəm] (*n.*) – форум
foster [ˈfɒstə] (*v.*) – содействовать, способствовать
gain [geɪn] (*v.*) – приобретать
grassroots [ˌgrɑːsˈruːts] (*adj.*) – низовой
highlight [ˈhaɪlaɪt] (*n., v.*) – вершина, кульминация, основной момент; выдвигать на первый план, ярко освещать, выделять
humanitarian [hjuːmənəˈteəriən] (*adj.*) – гуманитарный
introduce [ˌɪntrəˈdjuːs] (*v.*) – вводить, знакомить
intangible [ɪnˈtændʒəbəl] (*adj.*) – неосязаемый, нематериальный
joint [dʒɔɪnt] (*adj.*) – совместный
overseas [ˌəʊvəˈsiːz] (*adj.*) – заокеанский, зарубежный
pass on [ˈpɑːsˈɒn] (*v.*) – передать
revive [rɪˈvaɪv] (*v.*) – возродить
safeguard [ˈseɪfɡɑːd] (*v.*) – сберечь, сохранить
showcase [ˈʃəʊkeɪs] (*n.*) – демонстрация, витрина
showcase (*v.*) – демонстрировать
sign up [ˈsaɪnˈʌp] **for** (*v.*) – записаться (на курс, программу и т.д.)

UNIT 9: NATIONAL CHARACTER

agreeable [əˈɡriːəb(ə)l] (*adj.*) – приятный, милый; согласный; подходящий
ambitious [æmˈbɪʃəs] (*adj.*) – амбициозный
anxious [ˈæŋkʃəs] (*adj.*) – тревожный, беспокойный, суетливый

arrogant ['ærəgənt] (*adj.*) – высокомерный
aspiration [ˌæspɪ'reɪʃ(ə)n] (*n.*) – стремление
assertive [ə'sɜ:tɪv] (*adj.*) – напористый
caring ['keərɪŋ] (*adj.*) – заботливый
controlled [kən'trəʊld] (*adj.*) – контролируемый
devotion [drɪ'vʊʃ(ə)n] (*n.*) – преданность
diverse [daɪ'vɜ:s] (*adj.*) – разнообразный, неоднородный
famous ['fəɪməs] (*adj.*) – знаменитый
flexible ['fleksəb(ə)l] (*adj.*) – гибкий
generalization [ˌdʒen(ə)rəlaɪ'zeɪʃ(ə)n] (*n.*) – обобщение
generous ['dʒenərəs] (*adj.*) – щедрый
honest ['ɒnɪst] (*adj.*) – честный
humble ['hʌmb(ə)l] (*adj.*) – скромный
humorous ['hju:mərəs] (*adj.*) – забавный, с чувством юмора
impulsive [ɪm'pʌlsɪv] (*adj.*) – импульсивный
inventive [ɪn'ventɪv] (*adj.*) – изобретательный
law-abiding ['lɔ: əˌbaɪdɪŋ] (*adj.*) – законопослушный
materialistic [mə'tɪəriə'lɪstɪk] (*adj.*) – практичный
modest ['mɒdɪst] (*adj.*) – скромный
multicultural [ˌmʌlti'kʌltʃərəl] (*adj.*) – мультикультурный
obsessive [əb'sesɪv] (*adj.*) – навязчивый
open-minded (*adj.*) – непредубежденный, объективный
organized ['ɔ:gənaɪzd] (*adj.*) – организованный
respectful [rɪ'spektf(ə)l] (*adj.*) – уважительный, почтительный
shallow ['ʃæləʊ] (*adj.*) – неглубокий, поверхностный
stereotype ['steriətaɪp] (*n.*) – стереотип
straightforward [ˌstreɪt'fɔ:wəd] (*adj.*) – прямолинейный
submissive [səb'mɪsɪv] (*adj.*) – покорный
talkative ['tɔ:kətɪv] (*adj.*) – болтливый, разговорчивый
technical ['teknɪk(ə)l] (*adj.*) – технический

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Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащемуся за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

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